



Essential ELEMENTS

of 4-H Youth Development Programs



Key Ingredients for Program Success



THE ESSENTIAL ELEMENTS CURRICULUM WAS DEVELOPED BY THE ESSENTIAL ELEMENTS NATIONAL 4-H LEARNING PRIORITY TEAM

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Support for this publication was provided by National 4-H Council. National 4-H Council works to advance the 4-H youth development movement, building a world in which youth and adults learn, grow and work together as catalysts for positive change. National 4-H Council is the private sector, non-profit partner of 4-H Headquarters located at the United States Department of Agriculture (USDA). The 4-H programs are implemented by the 106 Land Grant Universities and the Cooperative Extension System through their 3,100 local extension offices across the country.

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INTRODUCTION TO THE ESSENTIAL ELEMENTS CURRICULUM



This curriculum was designed to help youth development professionals understand the importance of positive development by presenting the 4-H Essential Elements as central to helping young people become competent, contributing adults. It provides a wealth of resources to 1) engage youth development professionals (e.g., 4-H agents/educators) in building the capacity of volunteers, and 2) perpetuate the Essential Elements in programs.

Within youth development education there are various frameworks and lists of elements that researchers have identified and utilized to define and guide the design and structure of youth development programs. The 4-H program nationally has adopted a list of eight essential elements that are often summarized into 4 key concepts: belonging, mastery, independence and generosity. These are considered necessary attributes of youth programs striving to create environments conducive to optimizing youth development. The four concepts were introduced by Brendtro, Brokenleg and Van Bockern (2002) as part of the Native American philosophy of rearing children. The findings from the 4-H Study of Positive Youth Development (Lerner, R. et. al., 2005) tell us that participation in quality youth development programs such as 4-H leads to positive outcomes for youth called the 5 “C’s”—competence, confidence, connection, character and caring. A 6th C, contribution, is the culmination of the first five.

8 Elements distilled to 4 Concepts

<p>Belonging</p> <p>Positive Relationship with a caring adult An inclusive environment A safe environment</p>	<p>Mastery</p> <p>Engagement in Learning Opportunity for Mastery</p>
<p>Independence</p> <p>Opportunity to see oneself as an active participant in the future Opportunity for self-determination</p>	<p>Generosity</p> <p>Opportunity to value and practice service for others</p>

Source: Kress, C. (2004) Essential Elements of 4-H Youth Development. National 4-H Headquarters, CSREES USDA, www.national4-hheadquarters.gov/library/Essential_Element-Satellite.ppt

In 1999, a team of evaluators from the National 4-H Impact Design Implementation Team was charged with determining the critical elements in a 4-H experience. The team identified 8 essential elements. These elements were later distilled into the four key concepts by Cathann Kress, former Director of Youth Development at National 4-H

Headquarters, CSREES, USDA. For additional information, refer to http://www.national4-hheadquarters.gov/about/4h_elements.htm

“In order to develop self-confidence, youth need to feel and believe they are capable, and they must experience success at solving problems and meeting challenges. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. Additionally, youth need to have a safe environment for making mistakes and getting feedback, not just through competition, but also as an ongoing element of participation. Finally, youth need the breadth and depth of topics that allow them to pursue their own interests.” (Kress, 2004)

Each of the eight Essential Elements is vital to the growth and development of youth. It is the combination of the elements that creates a positive environment for youth development. By intentionally including these elements, youth can participate experientially in activities and events, feel nurtured in a safe environment, master new skills and abilities, and be empowered to contribute to their environment and communities in a positive way.

The curriculum was developed using a practitioner-oriented approach, allowing a facilitator to capitalize on the interaction and expertise generated among the participating audience. Through their involvement, participants should, in turn, be able to gain new skills and knowledge that will enhance their program efforts.

Each session of the Essential Elements training includes a description of key concepts, best practices, resources and activities that have been tested successfully among youth development professionals. Hence, a facilitator can use this training not only with 4-H volunteers, but with a host of others working in youth-serving organizations. More important, the curriculum offers multiple opportunities for creativity. In fact, it is encouraged that facilitators of this curriculum share their own personal experiences when presenting ideas and engaging the audience. The curriculum is designed to be used in its entirety but can be presented by sections, if time is limited. The average time to complete the training is 10–12 hours, with each session lasting an hour or more depending on number of participants and length of discussions. If it is not possible to present all sessions, the facilitator should, at a minimum, connect key concepts and essential elements of youth programs with information from Session 1: Key Ingredients.



Additional guidelines are provided below to assist in a successful training:

1. Most individuals with basic facilitation skills should be able to conduct the sessions of this curriculum effectively.
2. It is suggested that facilitators read the curriculum, including the appendices, to become familiar with each session. This will help her/him make decisions on various issues, such as:
 - How much of the information can be covered by one facilitator?
 - Am I (are we) comfortable with presenting the material?
 - How many additional facilitators will be needed?
 - If time is a factor, which sessions are most pertinent for the audience?
3. It is recommended that facilitators review the connected Web appendices for additional background, research, and in-depth resources.
4. It is possible to complete the training in one day. However, facilitators may also consider spreading the sessions over a two-day period. For example, the first five to six hours could be completed on the first day and the training concluded the next day.
5. Due to the length of the training, it is recommended that at least two people serve as facilitators. This will allow participants to benefit from the expertise and energy of more than one person.
6. The number of participants should not exceed 20-25, as groups much larger may present a challenge, particularly when it comes to managing group activities.
7. This curriculum offers the advantage of creating stimulating dialogue among the audience. With this in mind, the facilitator should attempt to maintain a balance between discussion and instruction, particularly if the audience tends to veer off topic. It may be helpful to refer to the questions in each section to keep the participants focused.

Evaluating the Curriculum

There are two tools to evaluate the use of the Essential Elements curriculum. The first is a process evaluation tool, “How on Target Was this Session?” which is used after each session to gauge the progress of the training and make suggestions for improvement. This “bulls eye” evaluation is found at the end of this section.

The second tool is a retrospective (post-then pre-) evaluation. This evaluation is completed by participants after each session to measure knowledge, attitudes and intentions of participants. There is a unique evaluation form following each session.

Adapting the Curriculum

This curriculum may be adapted to be more specific to a particular content area or delivery mode. While some of the language used in the curriculum specifically parallels the 4-H Youth Development Program, the wording may be tailored to incorporate language that is consistent with any youth-serving organization. The activities as well as the suggested experiential reflection/discussion items within the sessions may be customized to target the needs of a particular audience.

We hope that you will find this training to be a valuable resource to enhance the lives of young people, as well as those who serve them.

References

- Brendtro, L., Brokenleg, M., & Van Bockern, S. (2001). *Reclaiming Youth at Risk*. Bloomington, IN: National Educational Service.
- CSREES. (2001). *National 4-H Impact Assessment Project*. Washington, DC. Retrieved from www.national4-hheadquarters.gov/about/4h_programs.htm
- Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., Naudeau, S., Jellicic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25 (1), 17-71.

HOW ON-TARGET WAS THIS SESSION?

Place a dot on the bulls-eye ring that most closely represents how on- target this session was.



Title of Session: _____

I especially liked: _____

It might be better if: _____

Comments: _____



HOW ON-TARGET WAS THIS SESSION?

Place a dot on the bulls-eye ring that most closely represents how on- target this session was.

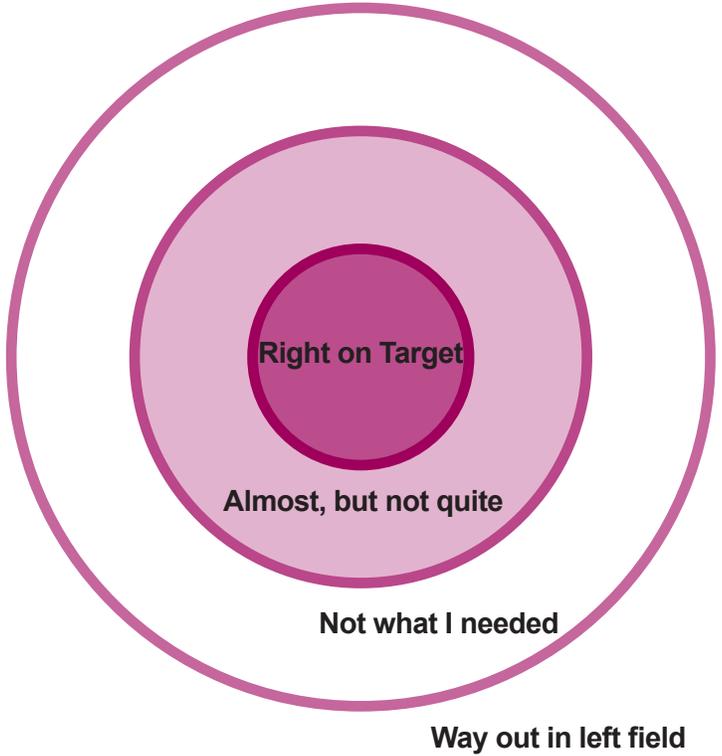


Title of Session: _____

I especially liked: _____

It might be better if: _____

Comments: _____





OVERVIEW OF EIGHT ESSENTIAL ELEMENTS OF POSITIVE YOUTH DEVELOPMENT PROGRAMS

Concept: Belonging

1. Essential Element: A Positive Relationship with a Caring Adult

A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The adult could be called supporter, friend, or advocate.

2. Essential Element: An Inclusive Environment

An inclusive environment is one that creates a sense of belonging, and encourages and supports its members with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all participants.

3. Essential Element: A Safe Emotional and Physical Environment

Youth should not fear physical or emotional harm while participating in a 4-H experience, whether from the learning environment itself or from adults, other participants or spectators.

Concept: Mastery

4. Essential Element: Opportunity for Mastery

Mastery is the building of knowledge, skills, and attitudes and the demonstration of the competent use of this knowledge and skill by a proficient practitioner. The level of mastery is dependent on the developmental ability of the individual or youth. The development of mastery is a process over time.

5. Essential Element: Engagement in Learning

An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. Through self-reflection, youth have the ability to self-correct and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity for creativity.

Concept: Independence

6. Essential Element: Opportunity to See Oneself as an Active Participant in the Future

The ability to see oneself in the future is to have hope and optimism to shape life choices, which facilitates the transition into participating in the future.

7. Essential Element: Opportunity for Self-Determination

Believing that you have impact on life's events rather than passively submitting to the will and whims of others is self-determination. Youth must develop a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

Concept: Generosity

8. Essential Element: Opportunity to Value and Practice Service to Others

Finding yourself begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community and, indeed the world itself.



WORKING WITH ADULT LEARNERS

As a facilitator, it is important to help the participants in your group feel comfortable and ready to learn. Motivating adults to attend training can be challenging. Adults are motivated for different reasons. Some attend training for social reasons such as making new friends. Others go to fulfill requirements for employment or volunteer service, to learn something new, or just to have a break in routine. Whatever their reasons for attending, adults have special needs and requirements as learners that differ from youth. Malcolm Knowles' research discovered five assumptions about adult learners that will be helpful as you plan your training sessions.

- 1. Self-Concept:** Adults are autonomous and self-directed. Your group of participants may have specific questions about youth development and 4-H. Identify these topics at the start of training and try to include them when possible. This helps the sessions' relevancy to participants' needs and interests. An important role as you begin is to help participants see how the training can aid them in reaching their own goals.
- 2. Experience:** Adults have accumulated many life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. Your job as facilitator is to help connect new learning about child development, positive relationships, safety, learning, skill development and service to their existing knowledge and experience base. To help do this, make sure you allow time for participants to share relevant experience and knowledge.
- 3. Readiness to Learn:** Adults are goal-oriented. They signed up for the training for a reason. Instructors and facilitators must show participants how this opportunity will help them attain their goals. Discussing and reviewing the lessons at the beginning of the session will help adult learners know the goals and course objectives and how they relate to their personal goals.
- 4. Orientation to Learning:** Adults want to learn relevant information; they must see a reason for learning something. Learning should be applicable to their future work as 4-H youth leaders and volunteers. Therefore, instructors must identify objectives for adult participants before the course begins.
- 5. Motivation to Learn:** Adults are practical. Facilitators should focus on the most useful aspects of a lesson since the participants may not be interested in the knowledge for its own sake, but rather are looking for ways to apply the knowledge. Be sure to use varying examples to illustrate important points.

References

Knowles, M (1973). *The adult learner: A neglected species*. Madison, WI: Gulf Publishing Co.



Respect for Adult Learners

It is critical to show respect to adult learners who have experience working with youth. The facilitator must acknowledge the wealth of experience that these adult learners bring to the class. Treat adults as equals in experience and knowledge, and encourage them to voice their opinions openly throughout the training.

Supporting Adult Learners

To support adult learners, it is important to recognize that individuals learn at different speeds and in different ways. Some adults who attend your sessions may be anxious or nervous when faced with a new learning situation. Using a fun ice-breaker is a good way to relax participants. (*See Curriculum Appendix p.100, Ice Breakers.*) Establish a friendly, open tone for the lessons. Get to know the participants' names. Establishing this atmosphere helps to develop rapport, decrease stress, and increase learning. Enhance learning by using positive reinforcement. Use the variety of teaching techniques provided in the curriculum. Some learners need to see printed resources (provide handouts for visual learners) while others need information repeated verbally (use role-play and discussion for auditory learners). Others learn best by making something (include handouts for activities for kinesthetic learners). For some learners, one sense is used more than others to learn or recall information. Through the activities, this curriculum is designed to stimulate as many senses as possible in order to increase learning among all participants.

Your goal as a facilitator is to help participants learn and retain the information. To retain information, learners must see meaning or purpose for the information. Using the discussion questions at the end of each activity and the program checklist found in the curriculum appendix will help participants see how the new information can be useful not only in 4-H youth development programs but in other areas of their lives.

Source: 4-H/Army Child & Youth Services Facilitator Guide: *Training for Adults Who Babysit* © 2007

Accommodating Learners' Needs

As a teacher and facilitator, it is important to plan for and make accommodations for any participants with special needs. This is best accomplished by including a statement on the registration form asking if the individual has any special needs related to accommodations for accessibility, physical activity or food service. If you are not sure of the appropriate accommodation, contact the individual and ask what would work best. You may also want to ask participants at the beginning of each session (when sessions are conducted independent of each other) if there are any accommodations that would help them feel more comfortable or be more successful in the training.

EXPERIENTIAL LEARNING MODEL



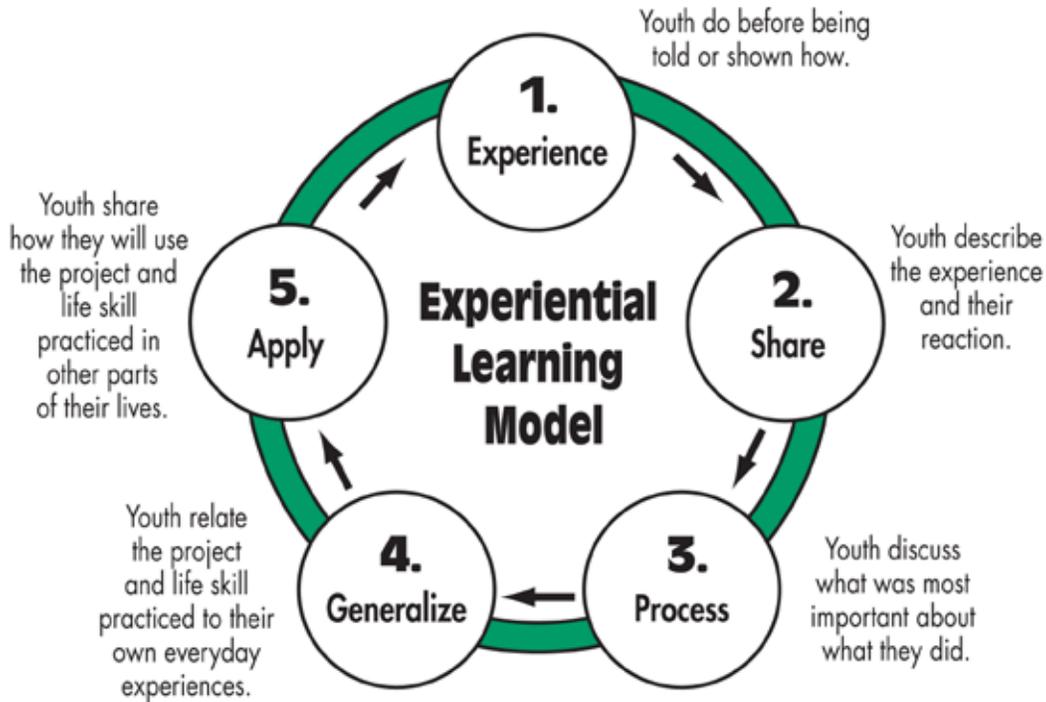
A supportive adult helps youth discover what they are learning as part of their experiences and to pursue deeper understanding to be able to apply what was learned in other life situations. 4-H youth programs promote life skill development through use of a five-step experiential learning model.

Experiential learning can occur when youth are involved in a project or activity in which they:

- ✓ look back at their experience critically
- ✓ determine what was useful or important to remember
- ✓ apply this new information in real life situations
- ✓ are encouraged to think, work harder and ultimately learn more thoroughly than is possible through just showing or telling.

Leaders can facilitate such learning through the Experiential Learning Model by:

- ✓ setting aside enough time for reflecting on the experience
- ✓ asking the right questions
- ✓ planning developmentally appropriate experiences that lead to reflection
- ✓ listening carefully
- ✓ supporting each youth's unique learning style



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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EXPERIENTIAL LEARNING PROCESS QUESTIONS

1. **EXPERIENCE—The hands-on action step.**

Youth do their project before they are shown or told how to do it. Remember its important to not rob youth of their discoveries. Youth must experiment with new ideas, interests, projects, etc., first-hand.

The following ideas for questions can help you utilize the whole experiential learning process.

2. **SHARE—Describe what was done.**

Promote discussion by asking the following:

- What kinds of hopes and dreams did you have for your 4-H experience this year?
- What did you do? Where did you go? What was your goal for this project/activity when you began?
- What did you do to plan your project/activity? Tell me about your most/least favorite things about working on your project/activity.
- What did you learn while doing this project/activity? How did you feel? What was easiest? What surprised you?
- What did you learn about yourself? How did you share your project/activity with others?

3. **PROCESS—Identify common themes and discover what was most important (the life skill) about the project, activity, or service opportunity.**

Use the following process questions:

- What did you learn about yourself by doing this project/activity? How did others help you?
- How did you make your decisions? What steps did you take?
- What did you learn about making decisions?
- What made this a good project/activity?
- What were some of the common themes or thoughts you had?
- What problems came up over and over? How did you handle them?
- What would you do if _____?

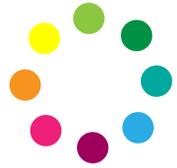
- What was the most challenging part of your project/activity? Why? How did you solve it? What did you learn from this project/activity that you didn't know before?
- What suggestions would you have for someone else who wanted to do a similar project/activity? Why does it matter (to you or anyone else) that you did this project/activity?
- What life skill(s) were you developing through your project? Why is the life skill important?
- What did you learn through sharing with others?
- What new questions do you have about yourself and others?

4. **GENERALIZE—So what?**

Identify how to use what's been learned in real life. These questions transition the experience or "product" itself to the skill being practiced in real life. They explore the nature of the life skill and help participants reflect on how the life skill has been developed through their experiences. Generalizing sets the stage for applying the life skill in new situations.

- What key points have you learned?
- Have you had similar experiences related to this project/activity?
- Where have you faced similar challenges in your life?
- How is this life skill important to you?
- Where might this situation occur in the future?
- Discuss another time when you had fun and learned new things at the same time.
- Why is it important to have plenty of information before making decisions?
- Describe what you learned about your decision-making skills?
- What did you learn about your own skill in communicating with others?
- How would you describe your skills regarding _____?
- What advice would you give to someone who wants to learn about this life skill?

EXPERIENTIAL LEARNING PROCESS QUESTIONS (CONT.)



• **APPLY—What's next?**

- These are the questions the experiential learning process has been building toward. Adults can help youth show that they have gained knowledge and practiced the life skills learned rather than solely focusing on the subject matter.
- How do you think the project/activity relates to your everyday life?
 - Why was this project/activity important to you?
 - What have you learned about yourself? Others?
 - Are there principles or guidelines you can use in real-life situations?
 - What similar situations have you experienced?
 - How can you use these skills in different situations?
 - In what ways do people help each other learn new things?
 - How will you act differently as a result of this experience?
 - List some ways you can learn new things?
 - What are qualities that you think are important in a leader?
 - If someone helped or mentored you in this project, what would you tell him/her you learned and what difference it has made in your life? How would you express your appreciation?

Adapted from the 2005 Minnesota 4-H Curriculum Committee: Jim Deidrick, Volunteer Leadership Development Educator; Shirley Doering, Regional 4-H Extension Educator; Donna Geiser, Regional 4-H Extension Educator; Holly Kanengieter, Regional 4-H Extension Educator; Barb Piehl, Regional 4-H Extension Educator; Anne Stevenson, Regional 4-H Extension Educator





ESSENTIAL ELEMENTS TRAINING SUPPLY LIST

General (For Use in All Sessions)

- Flat working surface
- Flip chart paper or newsprint (lots of it)
- Markers
- Pencils
- Sticky notes in a variety of sizes
- Masking tape (2 or more rolls)
- 2 or more pairs of scissors
- 2 or more rolls of Scotch tape
- Chef's hat and/or apron

Session 1: Key Ingredients

- Large visual of a pizza drawn on flip chart paper, divided into 8 slices
- Props such as a chef's hat or apron
- Blank pizza handouts
- Program Characteristic Cards (included in curriculum, p.28)
- Essential Elements Pizza slice handouts
- Cardstock (1 sheet per participant)

Session 2: A Positive Relationship with a Caring Adult

- Playdough (4-6 containers--varied colors)
- 8.5 x 11 paper (two sheets per person)
- 20 pipe cleaners-varied colors
- Glue stick – 1 or 2
- Construction paper – 8-10 pieces—varied colors
- Set of “caring adult” instructions (included in curriculum, p.36)
- Brads (10-12)
- 1 large ball of yarn/string

Session 3: A Safe Emotional and Physical Environment

- 4 sets of 20 dominoes (or one set for each table)
- “Davey’s Story” (included in curriculum, p. #)
- Program Delivery Method Cards (included in curriculum, p.43)

Session 4: An Inclusive Environment

- Several decks of common playing cards
- Copies of “A letter to me” or plain stationary
- 1 elastic or fabric headband for each group member
- Plain letter-size envelopes (1 for each participant)
- Construction paper cut into approximately 1.5 X 8.5 inch strips (6 per participant)
- One glue stick per table

Session 5: Engagement in Learning

- Vanilla pudding, individual servings (1 cup per participant)
- Liquid food coloring
- Milk ($\frac{1}{3}$ cup for each participant)
- 6–8 oz. clear plastic cups (1 per person) NOTE: Cups must be clear.
- Spoons (1 per person)
- Serving dishes and spoons for each topping
- Several different cereals ($\frac{1}{4}$ cup per person)
- Raisins ($\frac{1}{4}$ cup per person)
- Chocolate chips ($\frac{1}{4}$ cup per person)
- One copy of Teaching Strategy Cards (included in curriculum, p.58)
- Copies of 4-H History Facts (included in curriculum, p. 59)
- A variety of 4-H project activities with experiential questions removed (optional)

Session 6: Opportunity for Mastery

- Age Group Cards (included in curriculum, p. 65)
- Project Area Cards (included in curriculum, p. 66)
- Copies of “Ages and Stages” handouts (included in curriculum Appendix, p. 107)
- 4 empty pizza boxes (any size)

Session 7: Opportunity to See Oneself as an Active Participant in the Future

- Large marshmallows, 10 to 15 per group
- Toothpicks, 10 to 15 per group or spaghetti - 1 handful of uncooked (same amount/group)
- Paper plates, 1 per group
- Wrapped candy bars (with ingredient list), 1 per person
- Candy Bar Job Search handouts (included in curriculum, p. 71)
- SMART Goal Scenario Cards (included in curriculum, p. 72)

Session 8: Opportunity for Self-Determination

- Agreement signs (included in curriculum, p. 79)
- Scenarios (included in curriculum, pp. 81-86)

Session 9: Opportunity to Value and Practice Service to Others

- Sticky notes
- Digital Camera
- Service Learning Planning Worksheets (included in curriculum, pp. 92-93)

Session 10: Pizza Supreme: Putting it all Together

- Flip chart paper with a pizza with delivery methods written on the slices
- Sticky notes
- Paper
- Chef's hat or apron



SESSION 1 - The Key Ingredients (An Overview Lesson)

Introduction to Session

Each of the eight Essential Elements is vital to the growth and development of youth. It is the combination of the elements that creates a positive environment for youth development to occur. By intentionally including these elements in program design, youth have the ability to participate experientially in activities and events, feel nurtured in a safe environment, master new skills and abilities, and feel that they are contributing to their environment and communities in a positive way.

Goal of Lesson

To help adults working with youth gain awareness of the eight Essential Elements of positive youth development, as well as their role in intentionally planning, implementing and achieving a balanced youth development program

Objectives

Participants will:

- List the eight key elements of positive youth development used by 4-H
- Give a definition or an example of each element
- Relate the model to one's own experiences in working with youth

Materials Needed

- Cardstock (one sheet per participant)
- Markers
- Large outline of a pizza divided into 8 slices, drawn on chart paper, taped to wall
- Blank pizza handout
- Pencils
- Sticky notes
- Pizza slice visuals (8 total)
- Masking tape
- Props such as a chef's hat and/or apron
- Program Characteristic cards (Duplicate Program Characteristic cards. Cut apart. One set of cards per group.)
- Essential Elements pizza slices handouts (Duplicate on card stock. One copy of each pizza slice handout per group.)

Note to presenter: Copying materials on cardstock and laminating will allow for future reuse of materials.



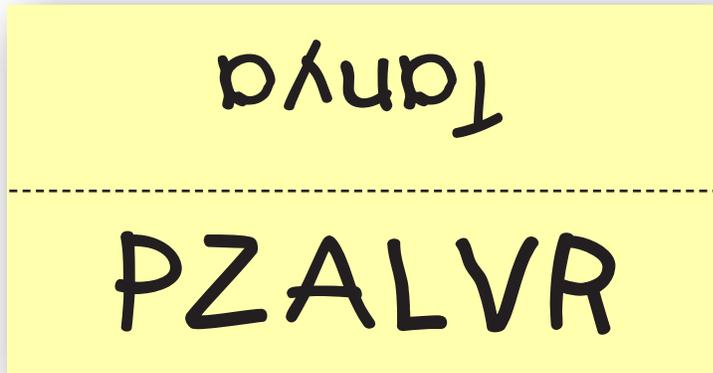
Time to complete lesson: Approximately one hour

Getting Acquainted: Design a Personalized Vanity Plate

Do the Ice Breaker

All participants will fold a sheet of card stock in half lengthwise. On one side of the fold, participants will write their first name on the cardstock. On the other side, they create a vanity license plate that describes something about themselves (likes, hobbies, family, talents, etc.). A vanity plate can be a combination of up to eight letters and numbers.

Example: In this example, we learn that Tanya is a pizza lover.



Once all participants have created a vanity plate, participants will share their vanity plates and their significance.

Activity One: Sorting the Toppings

Do the Activity

1. Give a general introduction to the session and its purpose. Ask participants how pizza and youth development are similar.
2. Make an analogy with key ingredients of pizza and positive youth development.
3. Compare what pizza and the essential elements for youth development have in common as suggested below.

“Just as there are key ingredients needed for making good-tasting pizza, there are key “ingredients” or elements for quality youth programs. There are many different ways to make a pizza (pepperoni, vegetarian, thick or thin crust, different cheeses, etc.). Even though all pizzas are

not alike, we still recognize them as pizza. Just as not all pizzas are alike, not all 4-H (or youth) programs look the same either. We can recognize these different varieties of pizza as PIZZA because they contain some basic ingredients in common, and we can identify certain common, key ingredients that make quality youth programs.”

4. Go around the room and ask individuals to share something about their 4-H background. The participants are the “key ingredients” of this session, so it is important to know some information about them. If the participants are familiar with each other, it is still important to take this step. You can facilitate this sharing by asking them to complete a specific statement,



such as: “The thing I like best about 4-H. . .,”
“One of my most memorable 4-H moments was. . .,”
“The reason I am a 4-H adviser is. . .” and so
forth. If time is limited, you may have to move
the discussion along more quickly.

4. Distribute the **blank** “pizza” handout. (page 18)
In each “slice” or space, ask participants to
write down what they think is one of the key
elements or “ingredients” of positive youth
programs.
5. After they have filled in the slices, ask each
person to pair up with another person and
compare notes (or a small group of three,
depending on the total group size). Give them
several sticky notes. Ask them to agree on
several ingredients and write down the word
or phrase on the sticky note paper, one idea
per paper. Tell them this information will be
used in the next part of the discussion.

Share

- Draw a large outline of a pizza, divided into
8 slices on chart paper.
- Ask participants to share what they have
written.
- As they share, put their sticky note with the
word or phrase in one of the large slices of
the pizza outline on the chart paper posted
in front of the participants.
- Put all similar responses in the same slice.
For example, if someone says “role model,”
put their sticky note on one of the slices that
you have designated as the slice for caring
adults; “provides guidance” would go in
the same slice. If the individual shares
“youth set goals,” this would go in the self-
determination slice.
- Continue this process, being sure that all in
the group are encouraged to give
responses.

Process

- Using the pizza slice visuals provided, (pp
20-27) begin the discussion of the first element.
Each slice of pizza has a key word for each
essential element to remind you of the main
concept of that element (e.g., “adults” for
positive relationship with a caring adult).
- As you talk about each element, tape the
corresponding slice to the large pizza outline
(circle divided into 8 slices) on the flip chart
paper, displayed so all can view. You can put
the pizza slices over the sticky notes or
assemble a new pizza on chart paper.
- Give a basic description of the element using
examples from your own experience as well as
the information provided in the participant
sharing activity (see the Overview of Essential
Elements in the Appetizers section of the
curriculum)

It may help to present the elements in the following
order:

1. ADULTS
 2. SAFE
 3. INCLUSIVE
 4. LEARNING
 5. MASTERY
 6. FUTURE
 7. SELF-DETERMINATION
 8. SERVICE
- Move on to the next element in a similar
manner. Continue until all eight elements
have been discussed.

Note: *Not all of what participants shared may be represented in this model within the 8 essential elements model (e.g., adequate funding, recruitment, transportation, etc.). If there are items identified that did not fit, add them around the edge of the large pizza model. Mention these briefly and explain why they are important. These are the parts of the program that might be considered more management or administrative, and they usually cut across the elements rather than relate to only one element.*



Generalize

- Think about another situation where you work with youth or have observed others working with youth. For example, consider a church youth group, a sports team etc.
- To what degree are the essential elements present?
- How would the incorporation of the essential elements impact the youth involved?
- How would the activities be different?

Apply

- What are some ways that you provide opportunities to develop <ELEMENT> in our county or club 4-H program?
- How could you do a better job with <ELEMENT> in your 4-H program?
- Which element do you consider a strength in your program?
- Which element could you strengthen or improve on?
- How can you implement those improvements?
- Summarize the discussion. Intentional inclusion of the essential elements will help to ensure that high quality youth development experiences are provided for our young people.

Activity Two: Small, Medium, or Large?

Do the Activity

1. Divide participants into groups of 4-5.
2. Distribute a set of the Program Characteristic Cards (see pp. 28-30) and an Essential Elements pizza handout, (see pg.19) with each element written on a slice to each group.
3. Have one group member read each Program Characteristic card aloud to his or her group.
4. Have the group sort the Program Characteristic Cards on to the Essential Element Pizza by the Essential Element (or slice) supported by that program characteristic.
5. Ask each group to discuss the cards and where they should be placed.

Share

Once all groups have placed the Characteristic Cards, lead a discussion with the large group to compare how each pizza was “topped”. Ask each group to share the cards they have placed on a different essential element.

Process

In the large group, discuss the differences.

Generalize

Was it difficult to place the program practices and characteristics on only one essential element? Why or why not?

Apply

Ask each group to write 2-3 more program or volunteer characteristics that they feel would support one or more of the essential elements. Write these on the blank cards provided.

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.



Digging Deeper

The Essential Elements Checklist in the Curriculum Appendix would be a follow-up activity to apply the eight essential elements to a 4-H program. Take one aspect of the 4-H program (e.g., camp) or a specific event and examine it from an essential elements perspective.

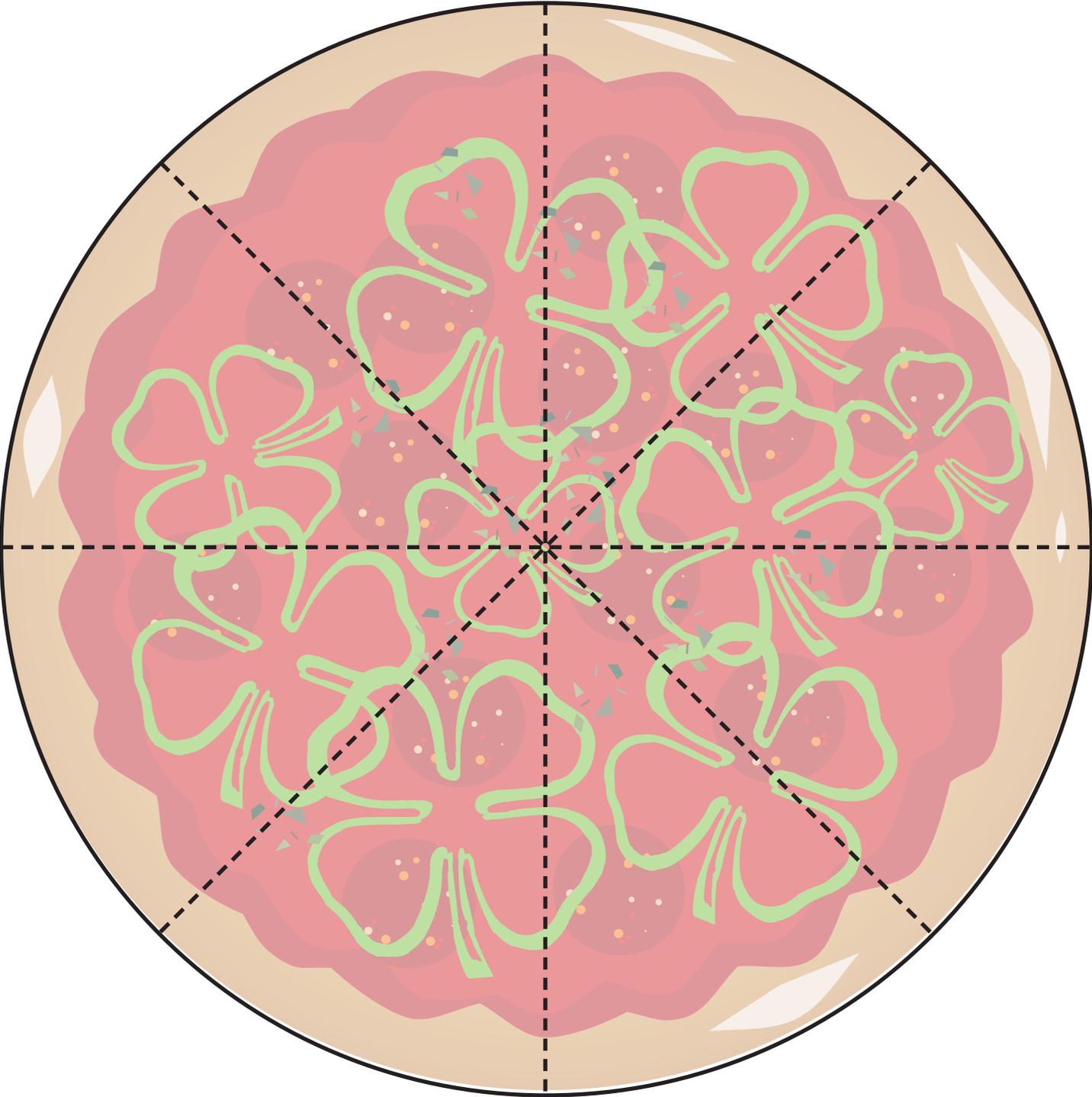
Contribution

Activity 1 is adapted from a lesson written in 2003 by Theresa M. Ferrari, Extension Specialist, 4-H Youth Development, The Ohio State University, ferrari.8@osu.edu.

References

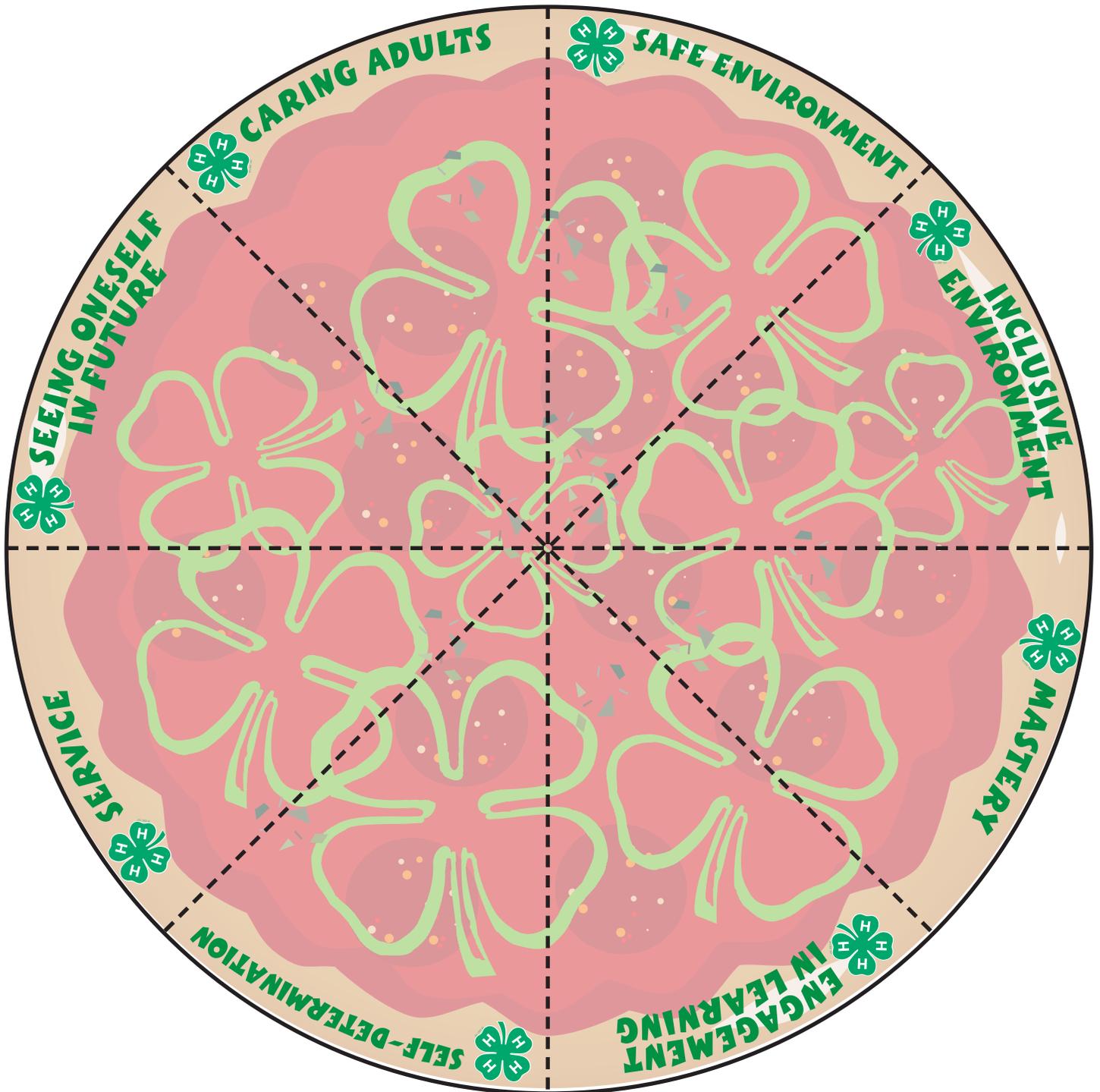
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Session 1, Blank Pizza Handout

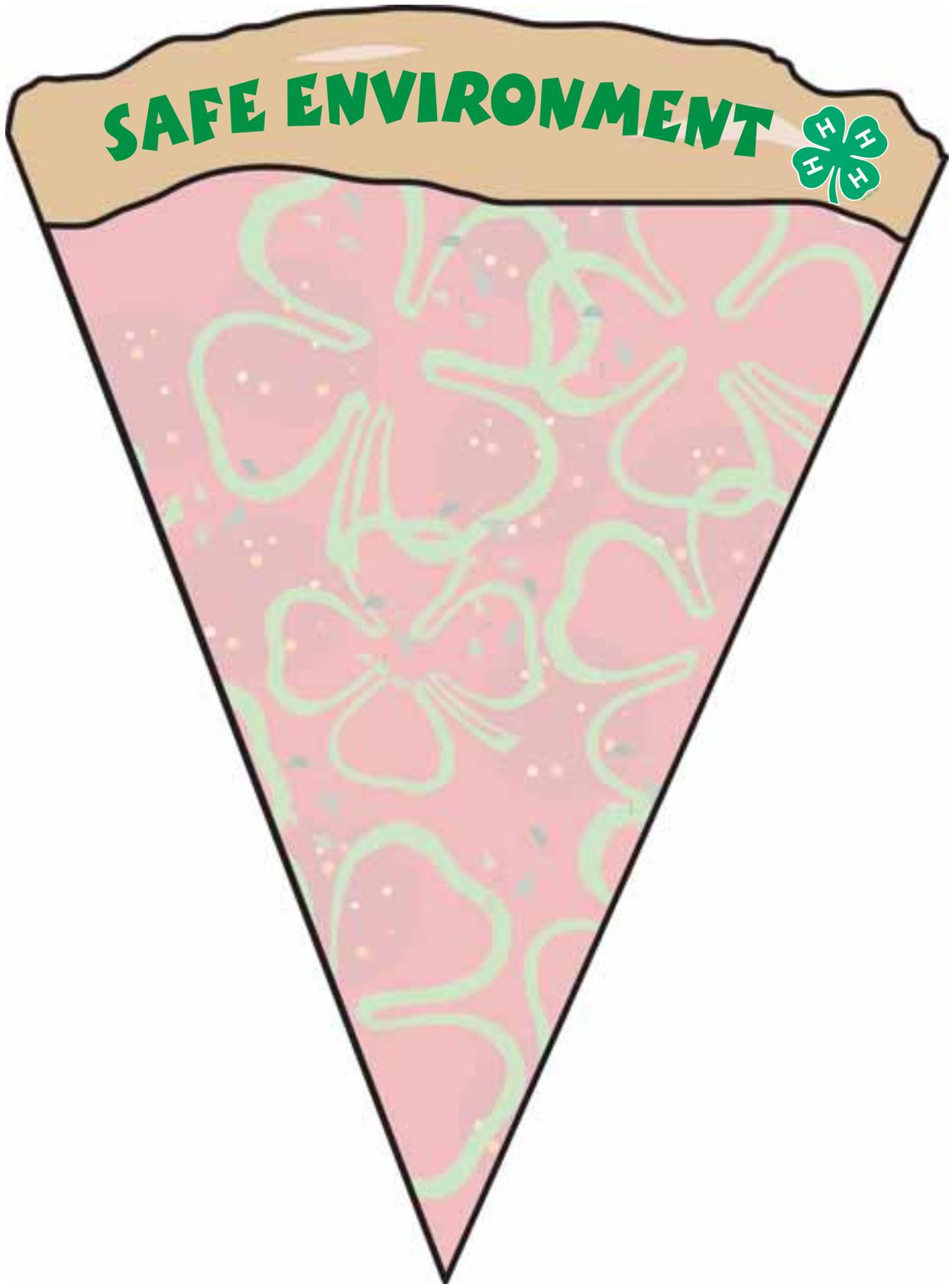


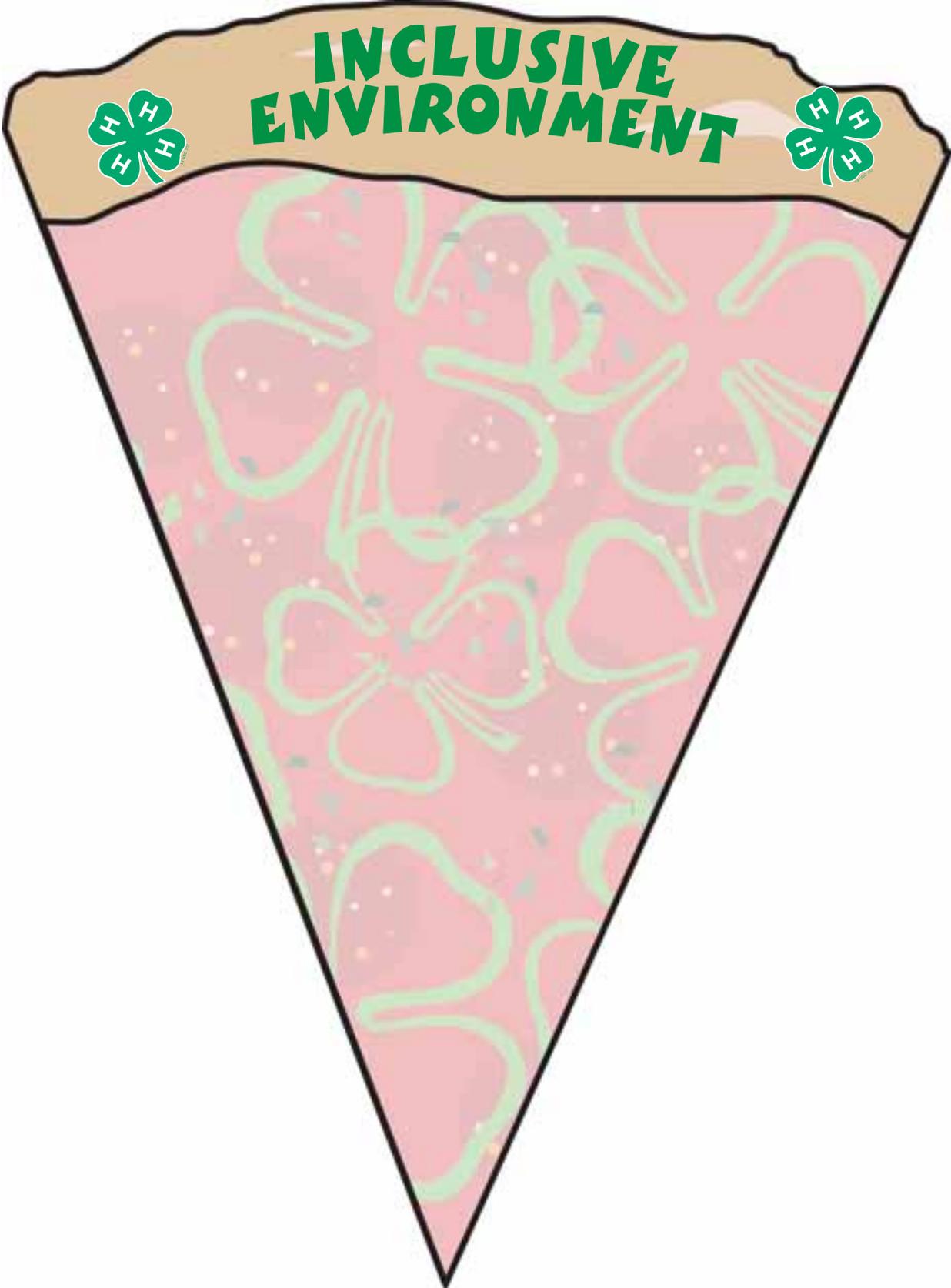


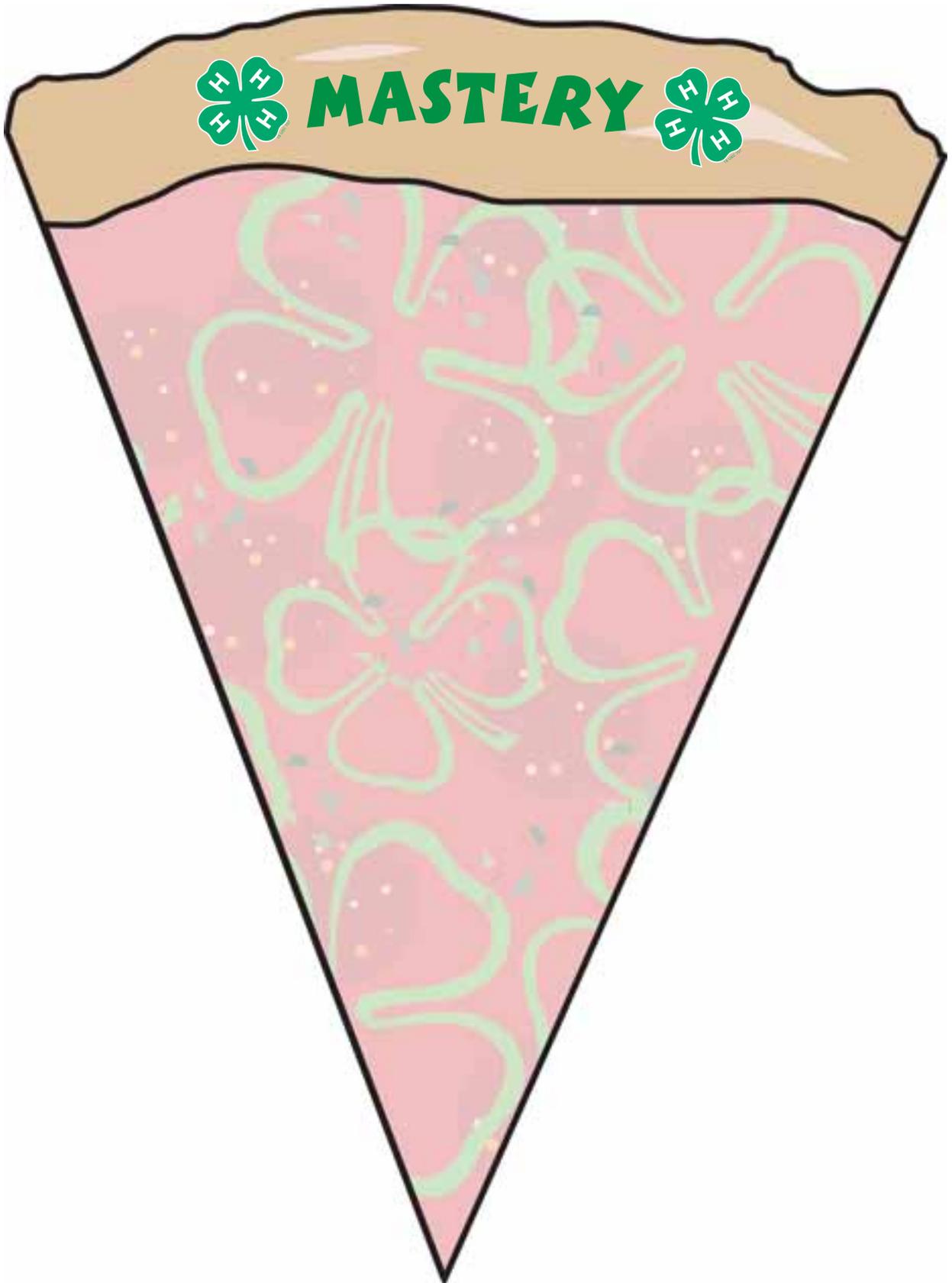
Session 1, Essential Elements Pizza Handout

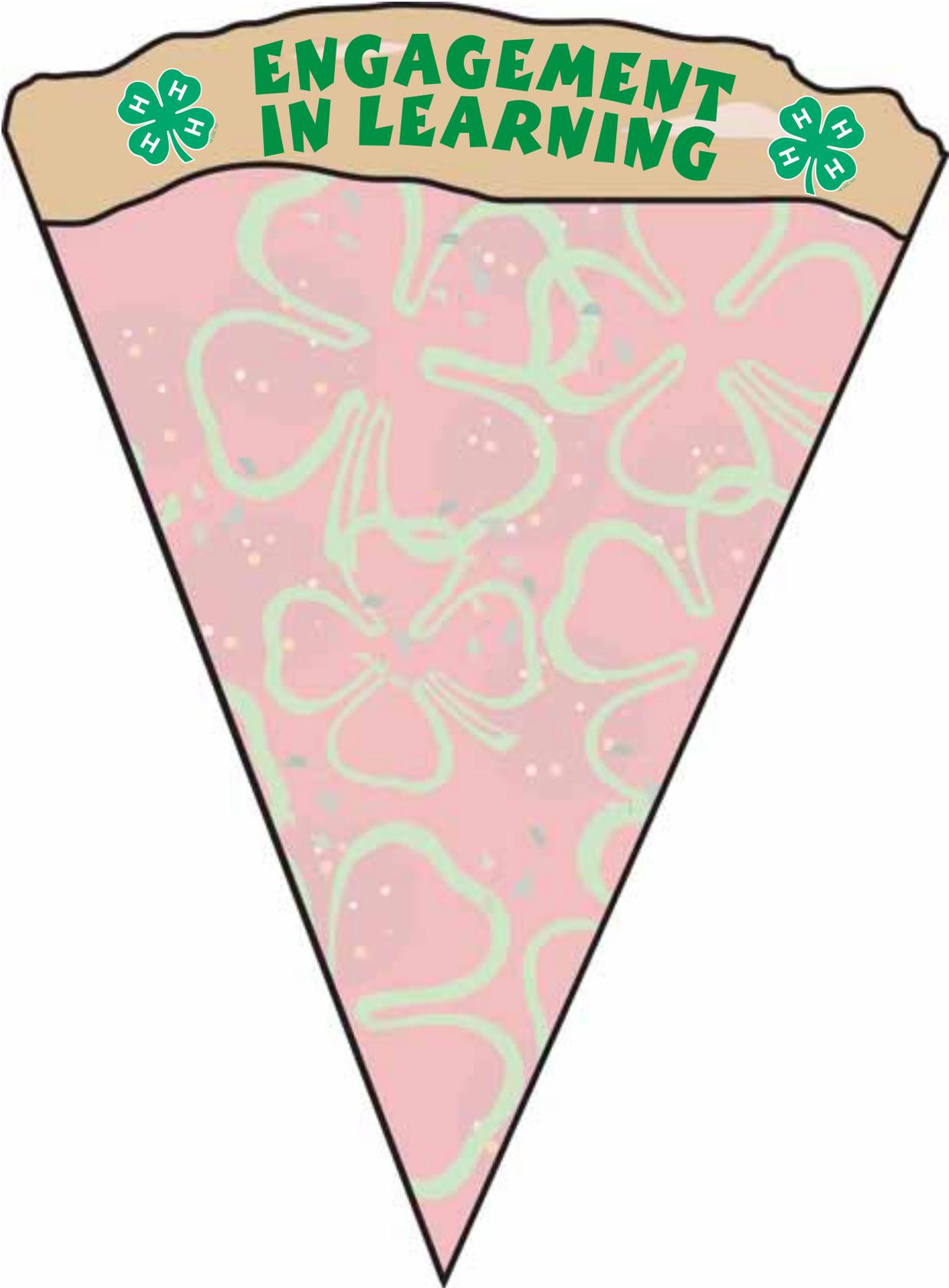




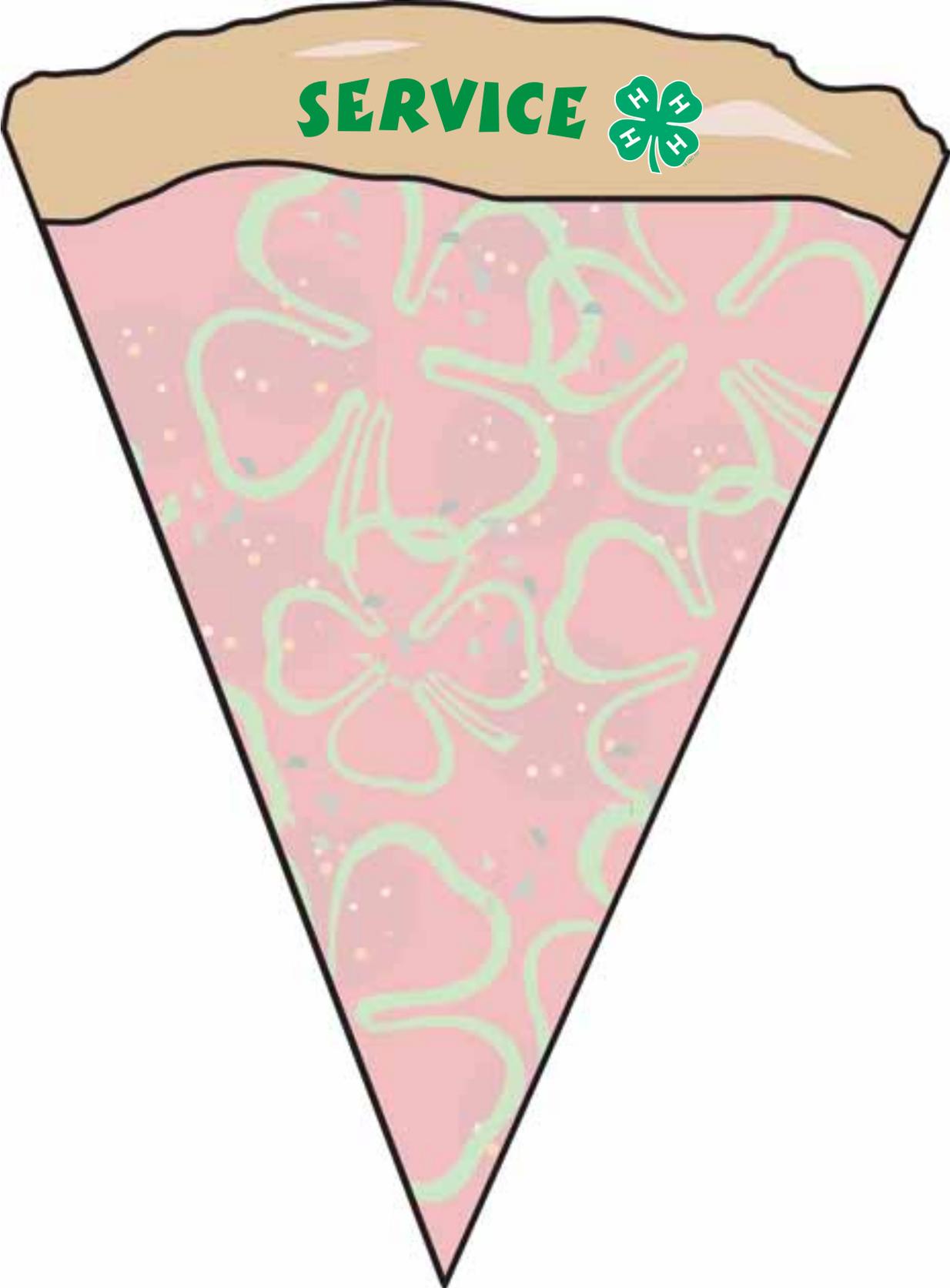


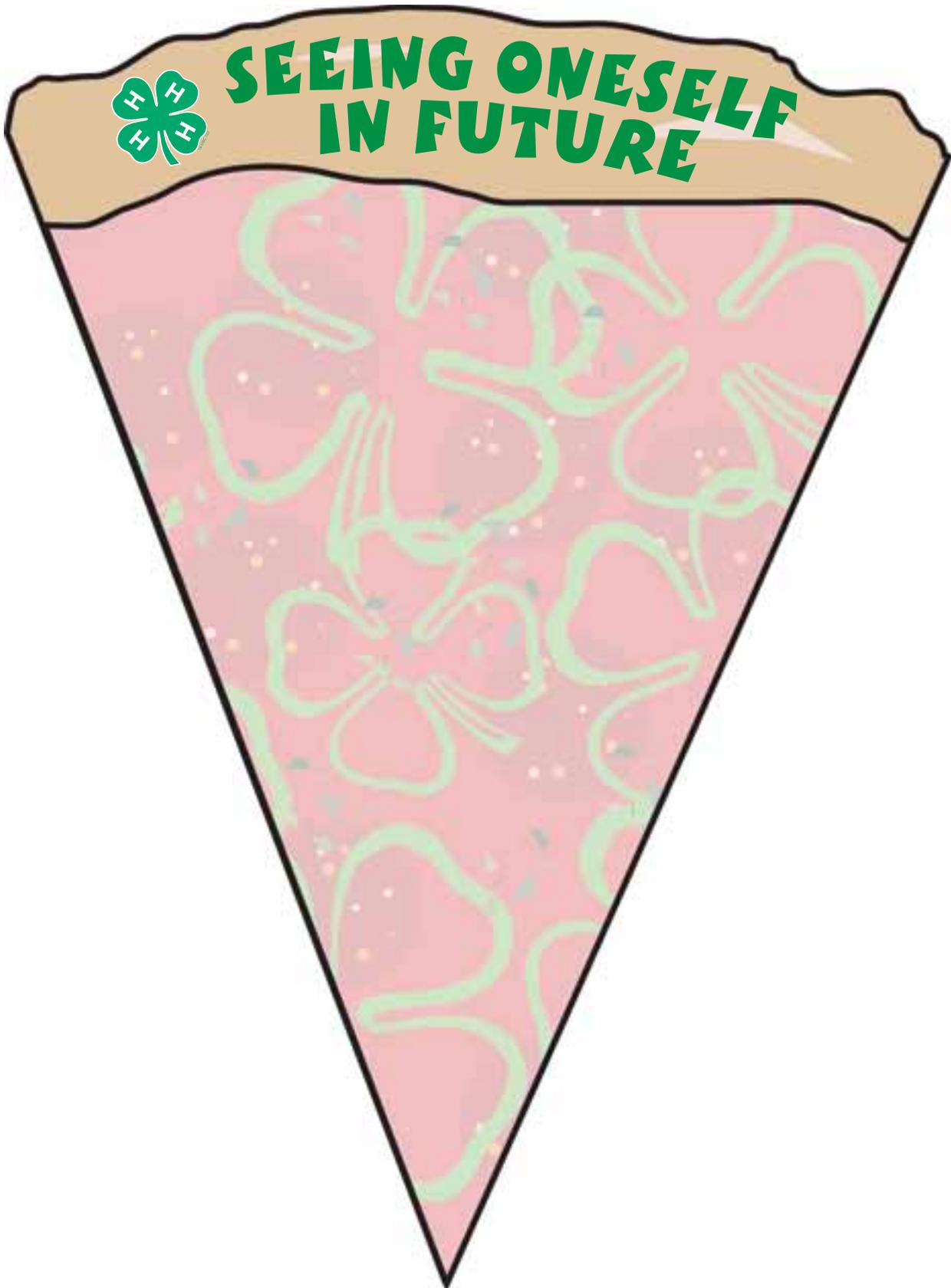












Session 1, Program Characteristic Cards



Duplicate cards on cardstock. Laminate if desired. Cut cards apart. One set of cards per group will be needed. Include blank cards in each set.

<p>PROGRAM RULES ARE ENFORCED</p>	<p>PUT DOWNS ARE NOT ALLOWED</p>	<p>THE GROUP HAS A GOAL SETTING MEETING EACH YEAR</p>
<p>YOUTH ARE INVOLVED IN SOLVING CHALLENGES FACING THE GROUP OR PROGRAM</p>	<p>THE ACCOMPLISHMENTS OF THE GROUP ARE CELEBRATED</p>	<p>ADULTS EVALUATE DEMONSTRATIONS AND GIVE CONSTRUCTIVE FEEDBACK</p>
<p>AN ESTABLISHED WAY OF ORIENTING NEW MEMBERS EXISTS</p>	<p>YOUTH PREPARE DEMONSTRATIONS ABOUT THEIR PROJECTS</p>	<p>ADULTS GREET YOUTH AS THEY ARRIVE</p>
<p>YOUTH PLAN AND IMPLEMENT A FOOD DRIVE FOR NEEDY FAMILIES</p>	<p>ADULTS KNOW ABOUT ACTIVITIES OTHER THAN 4-H THAT YOUTH ARE INVOLVED IN</p>	<p>EVERY POINT OF VIEW IS ACKNOWLEDGED</p>



<p>YOUTH PLAN A 4-H FOLLIES FUNDRAISING EVENT</p>	<p>ADULTS LISTEN TO STORIES FROM YOUTH IN THE GROUP</p>	<p>YOUTH WRITE NEWS ARTICLES AND PROVIDE PICTURES ABOUT THEIR LATEST SERVICE LEARNING PROJECT TO THE LOCAL NEWSPAPER</p>
<p>ADULTS KNOW THE NAMES OF EVERY YOUTH IN THE GROUP</p>	<p>ADULTS ASK FOR OPINIONS OF YOUTH IN THE GROUP</p>	<p>YOUTH LEARN NEW SKILLS</p>
<p>ADULTS HELP YOUTH CONNECT THEIR NEW LEARNING TO WORKFORCE OPPORTUNITIES</p>	<p>PROGRAM ALLOWS YOUTH TO USE TECHNOLOGY TO COMMUNICATE WITH 4-H'ERS IN ANOTHER COUNTRY</p>	<p>ADULTS APOLOGIZE WHEN THEY ARE WRONG</p>
<p>ALL YOUTH HAVE A PROGRAM T-SHIRT OR IDENTIFYING GARMENT</p>	<p>ADULTS POST NOTEWORTHY ACCOMPLISHMENTS OF MEMBERS ON A BULLETIN BOARD</p>	<p>ADULTS THANK YOUTH FOR THEIR CONTRIBUTIONS</p>



<p>YOUTH HELP DEVELOP PROGRAM RULES AND BOUNDARIES IN CONSULTATION WITH ADULTS</p>	<p>ADULTS LISTEN</p>	<p>ALL YOUTH ARE ACCEPTED</p>
<p>THE 4-H LEADER HAS A TIME DURING EACH MEETING FOR HANGING OUT</p>	<p>PROGRAM RULES ARE DISCUSSED AT THE FIRST MEETING</p>	



SESSION 1—EVALUATION—THE KEY INGREDIENTS

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I can identify the key ingredients (Essential Elements) of Positive Youth Development.	SD	D	N	A	SA
SD	D	N	A	SA	I understand and can explain the essential elements to others.	SD	D	N	A	SA
SD	D	N	A	SA	I can discuss the essential elements with ease with other volunteers/staff.	SD	D	N	A	SA
SD	D	N	A	SA	I can lead discussions related to the activities used to teach an overview of the essential elements.	SD	D	N	A	SA
SD	D	N	A	SA	I can compare the different ingredients that make a youth program work.	SD	D	N	A	SA
SD	D	N	A	SA	I can distinguish each essential element from the others.	SD	D	N	A	SA

Session 2: A Positive Relationship with a Caring Adult



Definition

A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The adult could be called supporter, friend and advocate.

Application

This is without a doubt one of the most important elements in youth programs. It is through relationships with adults that all the other elements are possible. These relationships are important for all youth, but particularly for those who have less-than-positive family situations. Research has shown that such relationships can act as a protective factor against other potential problem behaviors. We particularly want youth to be involved with adults who are what we call autonomy-oriented as opposed to control-oriented. These adults are those who let youth run the meetings and make decisions in a way that's appropriate for their age and development (adapted from Ferrari, 2003).

Introduction to the Session

Positive relationships with caring adults are found in all youth program settings, from youth camps to classrooms and from the local youth center to the library. Adults serve as volunteers, teachers, and parents as well as advisors, coaches, mentors and others who foster relationships with young people (e.g., by showing interest, listening). All are equally important in each delivery mode of the 4-H experience. These adults may serve as facilitators in clubs, special interest and project groups, school enrichment and camping programs. As youth-serving organizations continue to embark upon new levels of preparing youth, adult involvement will remain at the core of its success. These activities explore the critical characteristics and roles of successful caring adults.

This Element is present when adults:

- Address youth members by first names.
- Know the interests of youth members.
- Pay attention to the activities of individual youth members outside the meetings, as well as events and activities of the organization.

Ways to support this Element:

- Train adult leaders in listening skills.
- Use nametags to help everyone participate on a first-name basis.
- Structure group activities so that both youth and adults have time to learn about one another.
- Encourage adults to interact with youth, not merely act as chaperones or supervisors.

Goal of Lesson

To become familiar with the attributes of a Caring Adult in youth programs

Objectives

Participants will:

- Identify an adult who had a positive influence on them and the qualities that made that person a positive influence.
- Be able to describe the qualities of a caring adult.
- Identify ways that they can intentionally strengthen the role of a caring adult in their 4-H program.

Activities

What is a Caring Adult?
Web of Support



Materials Needed

- Playdough— 4-6 containers, varied colors
- 20 pipe cleaners, varied colors
- Glue stick—1 or 2
- Scotch tape, 1 or 2 rolls
- Brads, 10-12
- Markers, 8 –12, varied colors
- Flip chart paper
- A ball of yarn or string
- Scissors—3 or 4 pairs
- Construction paper—8-10 pieces, varied colors
- One set of “caring adult” instruction cards for each group of 4-6 people. The same sheet can be distributed to more than one group if you have more than 42 people or don’t have all the supplies needed for each activity.

Time to complete lesson: Approximately one hour

Opener: Think of a non-family adult who has had a positive influence on your life. In one or two words, describe a characteristic of that person. Share with people at your table.

Activity One: What Is a Caring Adult?

1. Prior to the activity, divide the supplies according to what is needed by each group (see listing below).
2. Divide participants into groups of 4-6 people. This can be done creatively with a game or activity. Have groups send one person to the front to get the instructions and supplies needed for their group.

“Build It and They Will Come” – construction paper, scissors, markers, glue, tape, and brads

Do the Activity

1. Have groups read the instructions and follow the directions for their activity.
2. Allow about 10-15 minutes, depending on how well groups are working.

Activity Supply List

“Drawing Conclusions” – a piece of flip chart paper and markers

“Sculpt This” – playdough

“Radio This” – this activity requires group members to have creativity potential and confidence to sing to the rest of the large group – paper and writing utensils

“Debit Card” – piece of flip chart paper and marker

“Webster Says” – piece of flip chart paper and markers

“Take that to the Cleaners” – pipe cleaners, scissors

Share

- Have each group share what they made/did identifying the qualities of a caring adult.
- Have each group share how they came up with what they identified.

Process

- Have the group list common qualities of a caring adult that were identified by more than one group.
- Have the group identify any qualities that were found by only one group.



Generalize

- Ask the participants how they felt about getting different materials than other groups.
- Did they wish they had gotten the playdough or were glad they hadn't? Why?
- Ask the group to identify the different learning styles that the activities address and which activities appealed to which styles? Talk a little bit about visual, auditory, and kinesthetic learning. How can we use that information as we train volunteers or work with 4-H youth?
- Ask if these activities were fun and if they have ever had fun and learned new things at the same time and if so, when.

Apply

- Ask participants how can we use this information about caring adults and their qualities?
- What does that caring adult look like in your 4-H work?
- How can we transfer those qualities into actions when working with youth? Did the activities bring to mind any particular action that you do or don't do when working with youth?
- Did the activities remind you of another adult and how he or she behaves or doesn't behave when working with youth?

Activity Two: Web of Support

Do the Activity—Use a large ball of yarn or string.

1. Have group form a circle, sitting or standing in close proximity to each other.
2. Have one person begin the activity by holding tight to the end of the yarn and tossing or rolling the ball of yarn to someone across the circle. When tossing the yarn to the next person, each participant should share one of the qualities that they feel a caring adult should possess.
3. The person who receives the ball of yarn pinches a section of the yarn to hold onto it, and then tosses the ball across the circle while adding another quality of a caring adult. This continues until everyone in the circle is holding onto the yarn.

Share

- Discuss how group members felt about being a part of the activity.

Process

- Describe the web. What does it look like? Does it remind you of anything? What are its strengths and weaknesses?
- Eliminate one or more traits (drop yarn), what happens to the web?

Generalize—Ask participants:

- What qualities of the web are similar to a caring adult?
- What analogies can we make to the role we need to play as caring adults? What would we need to do to make the web stronger? Can we draw any parallels to being deliberate and intentional when working with youth?

Apply—Ask participants:

- What can we gain from this activity to use when working with youth? In what ways do people help each other learn new things? In what other ways could this activity be used?



Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.

Digging Deeper

Knee to Knee Activity

The directions for this activity can be found in the ice breakers section in Appendix A. Use the following questions to explore this topic in more depth:

- Do teens ever play the role of “caring adult” within 4-H programs? If teens do so, where and when might that occur?
- Do some youth seem to need more “caring” than others? Why?
- How can you influence all the adults in your program to be “caring adults”?
- What are the challenges that keep adults from being as caring as they need to be?

References

Ferrari, T. M. (2003). *The key ingredients* [Lesson plan]. (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



Caring Adult Instruction Cards

(Duplicate and cut apart)



“Drawing Conclusions”

Stop for a moment and consider the words “Caring Adult.” Close your eyes and relax. What mental images or pictures do you see when you think about this concept? Using a piece of flip chart paper, draw the image(s) that comes to mind to best portray a caring adult.

“Webster Says”

Stop for a moment and consider the words “Caring Adult.” Close your eyes and relax. What words come to mind to describe caring adults, and their roles, characteristics, or qualities? Make a list of those words that define and describe a good caring adult.

“Sculpt This”

Stop for a moment and consider the words “Caring Adult.” Close your eyes and relax. What mental images or pictures do you see when you think about caring adults, their roles, characteristics, or qualities? Using the playdough, sculpt an object(s) that depicts this image.

“Take That to the Cleaners”

Stop for a moment and consider the words “Caring Adult.” Close your eyes and relax. What mental images or pictures do you see when you think about caring adults, their roles, characteristics, or qualities? Using the pipe cleaners, shape them into something that depicts this image.

“Radio This”

Stop for a moment and consider the words “Caring Adult.” Close your eyes and relax. What words come to mind to describe caring adults and their roles, characteristics, or qualities? Using the music from a song that you know, write a jingle or song using those words. Be prepared to sing the song as a group.

“Build It and They Will Come”

As a group, work together. Stop for a moment and consider the words “Caring Adult.” Close your eyes and relax. What mental images or pictures do you see when you think about this concept? Using the construction paper and supplies, cut out images that come to mind to best portray a caring adult. You may glue or tape them to the piece of flip chart paper.

“Debit Card”

A Martian has just landed on earth. He has intercepted radio signals from Earth that describe the activities of the human species called “Caring Adult.” They are curious about this species and ask you to define the concept. However, due to an overextended galactic debit definition card, the definition must be limited to 20 words or less. What definition would you give?



SESSION 2—EVALUATION— A POSITIVE RELATIONSHIP WITH A CARING ADULT

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I recall the key points in a caring relationship between a youth and an adult volunteer.	SD	D	N	A	SA
SD	D	N	A	SA	I can repeat the important concepts of a positive relationship with a caring adult to other volunteers/staff.	SD	D	N	A	SA
SD	D	N	A	SA	I understand the importance of a positive relationship with a caring adult.	SD	D	N	A	SA
SD	D	N	A	SA	I am able to explain to others new concepts relating to positive relationships.	SD	D	N	A	SA
SD	D	N	A	SA	I can choose activities to teach the key concepts of positive relationships between youth and adults.	SD	D	N	A	SA
SD	D	N	A	SA	I know the difference between a positive and a negative relationship.	SD	D	N	A	SA
SD	D	N	A	SA	I can appraise youth development environments to determine if they support positive relationships.	SD	D	N	A	SA

SESSION 3 - A Safe Emotional and Physical Environment



Definition

Youth should not fear physical or emotional harm while participating in a 4-H experience whether from the learning environment itself or from adults, other participants, or spectators.

Application

A safe environment seems self-explanatory. Safety is a very basic need. We want the physical environments where our programs take place to be safe. That is, they need to be free from danger and adequately equipped for the activities that will take place. Prior to any program, we want to consider the possible risks involved and eliminate or manage those risks. That's why we have lifeguards at camp waterfronts. This is also why many after-school programs have sign-in and sign-out procedures, and why others walk their participants home at night. It's also why we have medical releases and background checks.

Physical safety is not the only aspect to consider. We also want environments to be emotionally safe. That means that participants are not afraid that they will be made fun of, insulted, or threatened (adapted from Ferrari, 2003).

Introduction to the Session

There are things we all recognize or have contact with that can be physically or, more important, emotionally dangerous. Often adults are aware and accommodate for physical dangers such as slippery floors, faulty equipment, horseplay or carelessness. Emotional dangers, however, are many times harder to identify, are often more damaging, and the effects can last a lifetime. Most youth are resilient enough to bounce back from minor set-backs or dangerous situations but ongoing exposure to unsafe emotional environments can contribute to a long-term lack of confidence and feelings of inadequate self-efficacy (a perception of the ability to influence one's future in a positive way). In this session, emotional safety is discussed in Activity 1, while Activity 2 looks at ways to be proactive in creating a safe environment.

This Element is present when:

- Youth groups do not tolerate bullying, cliques or put-downs.
- Adult leaders and volunteers are screened before they begin working with youth groups, and are continually trained in safety and child protection.
- Adults plan safety aspects and evaluation of risks (physical and emotional) into all meetings, camps, events, and trips.

Ways to support this Element:

- Train adults to be consistent in how they deal with misbehavior.
- Make sure all leaders, adults as well as youth, are trained in safety and risk management practices.
- Actively engage youth in planning, implementing and evaluating programs.
- Survey youth about ways to improve the group's environment.



Goal of Lesson

To help adults working with youth identify the effects of unsafe environments and determine ways to minimize risks and the long-term effects of exposure to unsafe environments

Objectives

Participants will:

- Recognize attributes of unsafe physical and emotional environments
- Identify strategies for minimizing physical or emotional risks

Activities

Dominos for Davey

Creating Safety Zones

“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

—Nelson Mandela

Materials Needed

- Several dominos (20 or more) per group
- Flat surface to work on (one per group)
- Chart paper and markers for each group
- Markers
- “Davey’s Story”
- Program Delivery Method Cards (Duplicate and cut apart.)





Time to complete lesson: Approximately one hour

Activity One: Dominos for Davey

Do the Activity

1. Assemble the participants in small groups of four to six members.
2. Give each group 20 dominos and a flat space in which to work.
3. Read “Davey’s Story” aloud.
4. Have the participants actively listen and stand a domino vertically on end each time a dangerous or potentially damaging situation presents itself. Have the dominos placed in a line about ½ inch apart.
5. When the story is finished, ask participants to give the first domino in the line a push and see what happens.

Share

- What happened to your dominos? How is this “domino effect” similar to what could happen to Davey?

Process

- How many times will Davey face negative situations before all of the dominos fall and it becomes too much for him to bear?

Generalize

- Have the participants line their dominos up in a line again.

- Ask groups to think of positive things that could happen at the 4-H meeting to counterbalance the negative effects that Davey has experienced. As your group identifies each one, take a domino away.
- What has happened to the domino effect of negative influences in Davey’s life?

Apply

- How did you feel when the story about Davey was read?
- In general, what were some of the negative influences in Davey’s concept of himself?
- Could those influences be present in other situations in his life?
- Rewrite Davey’s story to take place in a 4-H setting and focus on creating as many positive experiences as possible.

Use the following story starter: Davey had a rough week at school. In fact, he’s pretty sure no one likes or accepts him. He secretly hopes that when he gets up Saturday morning and goes to his 4-H meeting things will be better. Although he just started, it seems like it could be a cool and safe place to be. The leader even called him by name at the first meeting just two weeks ago. It’s finally Saturday morning and his parents drop him off at the club meeting...



Activity Two: Creating Safety Zones

Do the Activity

1. In the same small groups, provide chart paper and markers for each group.
2. Give each group one program delivery method card (community clubs, camps, school enrichment, after school, project clubs, events and activities, exchange trips, etc.).
3. Ask the group to consider and list physical dangers (such as unsafe grounds or buildings) and emotional hazards (such as older teens picking on younger youth) related to the delivery method assigned.

Share

- What hazards did your group identify? Ask each group to share their listing.

Process

- What are the most serious consequences of the emotional and physical dangers listed on your chart?

Generalize

- What might the possible losses be for youth in our society should these negative emotional and physical dangers be left unchanged?

Apply

- As small groups, consider how these dangers can be eliminated. Share with the large group as time allows.

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essential_elements.

Digging Deeper

When Stress Piles Up

Coping with just one stress is challenging, but when multiple stressors impact a teen the cumulative effect can be devastating. However, managing multiple stressors can also build resilience. It's dependent on how people view their capacity to deal with stress and their access to resources that help them cope. Providing a safe environment where youth feel emotionally safe and where they can discover inner capacities can help them build the resilience necessary to manage multiple stressors. This resilience will serve youth well as they move through adolescence toward adulthood.

Learn more about McCubbin and Patterson's work on "stress pile-ups" in the Web Appendix at: www.4-h.org/resources/essentialelements.

Bullying

Bullying is another example of a negative environmental attribute that can cause great emotional damage. Visit the following web site: StopBullyingNow.com for information about bullying.

The National 4-H Recognition Model

Youth have very different needs depending on their age, maturity and interests. Using the Recognition Model as a guide to program design contributes to creating an emotionally safe environment that acknowledges individual developmental needs, temperaments and preferences for recognition. The National 4-H Recognition Model highlights five ways to acknowledge youth involvement including participation, progress toward self-set goals, standards of excellence, peer competition and cooperation. Find out more about this model from your county extension resources and evaluate your program for evidence of the key components.

References

- Baker, R., Harris, M., Larson, B., Martz, J. Stone, C. & Ziegrowsky, S. (2007) *FUNDamentals of Youth Development* – Unit 2, 4-H Center for Youth Development - Montana State University.
- CSREES/USDA and National 4-H Council (1995). *Recognition in Youth Programs: Helping Young People Grow*.
- Ferrari, T. M. (2003). *The key ingredients* [Lesson plan]. (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



Davey's Story

Davey was sleeping soundly when suddenly awakened by his brothers pounding on his blanket and shaking him. "Davey, you lazy bum! Get out of bed and downstairs before Dad has to come up here." Davey gets out of bed, rubs his eyes, and gets dressed. His mother sees him and tells him to go back and get another shirt because that one is all wrinkled and has a tear. "You just don't care how you look, do you?", his mother says. When Davey goes to brush his teeth, his older sister has locked the bathroom door. He asks how much longer it is going to be and she yells back, "What do you care—you're the baby in the family, remember?" He goes to breakfast but there is no toast and very little milk left to put on his cereal. Everyone else has already left the table. As he leaves for school, his mother calls out to him, "Davey, you've forgotten your lunch again. I don't know what I'm going to do with you! You'd forget your head if it wasn't attached."

As he gets to the corner, he sees his bus pull away and all the kids pointing and laughing at him. Davey has to walk to school and is late. He has to get a late slip from the office where he gets a lecture from the secretary about being more responsible. Davey walks into class late and remembers he forgot to do his homework. He thinks, "Oh, well, she doesn't expect me to hand it in anyway. She doesn't like me and didn't want me to be in her class in the first place." His teacher asks him to stay in at recess to finish his work while the others go outside to play baseball. He rushes through his lessons and hurries outside but the others have already chosen teams. Davey stands around for a while but nobody seems to notice him. Then, the PE teacher tells him to join a team. One of the boys yells, "Hey Davey, we got stuck with you last time, give the other team a sure OUT!"

Later that day, Davey gets his homework back with a low grade on it. The teacher puts a sad face on the paper and writes, "Your work is too sloppy and careless." When he gets home, he learns that he will not get the dog he wanted for his 4-H project. "You're just not responsible enough to take care of a dog, Davey," his dad says. Later that night, Davey goes to bed. He gets tears in his eyes as he thinks, "Nobody likes me or even wants me around. I might as well give up!" Yet he secretly hopes that when he gets up Saturday morning and goes to his 4-H meeting things will be better. Although he just started, it seems like it could be a cool and safe place to be. The leader even called him by name at the first meeting just two weeks ago.



(Duplicate and cut apart)

COMMUNITY CLUBS

PROJECT CLUBS

**AFTER-SCHOOL
PROGRAMS**

SCHOOL ENRICHMENT

CAMPS

EVENTS & ACTIVITIES

EXCHANGE TRIPS



SESSION 3—EVALUATION
—A SAFE EMOTIONAL AND PHYSICAL ENVIRONMENT

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I can define what safe emotional and physical environments look like.	SD	D	N	A	SA
SD	D	N	A	SA	I can list various elements that create a safe emotional or physical environment.	SD	D	N	A	SA
SD	D	N	A	SA	I can explain to other volunteers/staff the importance of understanding safe emotional and physical environments.	SD	D	N	A	SA
SD	D	N	A	SA	I can evaluate safe versus non-safe environments in youth-adult programs.	SD	D	N	A	SA
SD	D	N	A	SA	I can implement activities to further the understanding of safe emotional and physical environments.	SD	D	N	A	SA
SD	D	N	A	SA	I can recognize emotional and physical safety issues in a youth development program.	SD	D	N	A	SA



Session 4: An Inclusive Environment

Definition

An inclusive environment is one that creates a sense of belonging and encourages and supports its members with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all.

Application

An inclusive or welcoming environment goes a step beyond a safe environment. It is one where individuals feel included as a part of the group and feel supported and encouraged. The feeling of belonging to a group is very important to a young person. This is often why youth assume certain styles of dress and behave in certain ways. There are some very simple ways to create belonging from club or group membership cards to club or county t-shirts (adapted from Ferrari, 2003).

Introduction to the Session

One of the most pronounced developmental needs of adolescent youth is a sense of belonging or fitting in. As youth age, the influence of parents and other adults becomes less pronounced and the influence of peers increases. Status and peer influence often greatly affect how youth, especially adolescents, form their sense of “self” and react in different situations. It is important to remember that peers are not the only factors creating a sense of an inclusive or exclusive environment for youth. Adults can create an atmosphere that promotes inclusion or exclusion. This session explores how status, peer influences and environmental factors play out in a social setting and guide youth attitudes and interests.

This Element is present when:

- Youth members encourage each other during fair judging, at sports events, or through academic challenges.
- Members feel they belong to a specific club, or group while knowing that they also belong to larger state and national organizations and efforts.
- Signs, banners, t-shirts and other recognitions identify the youth’s clubs, organizations, and symbols.
- All members feel free to invite friends and welcome new members to events throughout the program year.

to those who excel in competition with other youth. (See National 4-H Recognition Model, available from your county Extension office for framework and ideas)

- Involve everyone right from the beginning through ice-breakers and other get acquainted activities.

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

—Maya Angelou

Ways to support this Element:

- Use buttons, t-shirts, hats or other symbols to signify group membership.
- Actively seek out others to diversify group membership.
- Provide many forms of recognition, not just

Goal of Lesson

To help adults working with youth recognize the importance of inclusive environments and the factors that create a sense of exclusion or inclusion among youth.



Objectives

The participants will:

- Recognize the effects that status and power have on youth attitudes and interest.
- Experience acceptance or rejection based on status, peer pressure and power.
- Examine strategies useful to the creation of inclusive environments.

Activities

Chain of Diversity

A Trip to the Mall

Materials Needed

- Several decks of playing cards
- Headbands to hold playing cards in place
- Copies of “A Letter to Me” or plain stationery
- Envelopes (one per participant)
- Glue sticks
- Six strips of colored construction paper per person. Strips should be about 1.25 to 1.5 inches wide and approximately 8 inches long.

Time to complete lesson: Approximately one hour

Introduction to Lesson

From the beginning of these sessions, what types of things did you see that were inclusive or exclusive in making all participants feel important and valued? (List them if applicable.)





Activity One: Chain of Diversity

Goal

Participants will discover and recognize the many ways in which they are similar and are different from others in the group as well as the ways in which each person is unique.

Do the Activity

1. This activity is a strong follow-up to an initial discussion about differences and similarities among people from different groups.
2. Introduce this activity by inviting participants to think about some of their own similarities and differences.
3. Pass bundles of colored strips of construction paper around the room.
4. Ask each participant to take six strips.
5. Ask participants to think of ways in which they are similar to and different from the other people in the room.
6. On each strip, participants should write down one similarity and one difference.
7. When completed, each person should have written six ways in which they are similar and six ways in which he or she is different from other people in the room.
8. Tell participants to be prepared to share what they have written on two of their strips with the whole group.
9. If group members are having difficulty, give some examples of ways that people may be different or similar, such as appearance, birth order, the type of community in which they live, hobbies and interests, age, parental status, or marital status.
10. Ask each person to share two ways he or she is the same and two ways he or she is different from the other people in the room.
11. Start a chain by overlapping and gluing together the ends of one strip.
12. Pass a glue stick to each person and ask the participants to add all six of their strips to the chain.
13. Continue around the room until all the participants have added their strips to the chain. After the discussion, display the Chain of Diversity on a bulletin board or around a doorway of the meeting

room. The Chain of Diversity will symbolize the common aspects and the uniqueness that each person contributes to the group.

Ingram, P. (2008). *Diversity Activities for Youth and Adults*. Penn State Cooperative Extension, University Park, PA (used with permission).

Share

- Have participants share examples of what they wrote on their strips.

Process

- Ask participants to reflect on the many things they have in common, as well as the ways that each person in the group is unique.

Generalize

- Conclude by pointing out that, even though members of the group come from different backgrounds, in many ways they are the same.
- What types of words would participants in your 4-H program put on their strips?
- How would this be different from other groups they are a part of?

Apply

- How does it make you or other participants feel when you are more different than alike in that group?



Activity Two: Trip to the Mall

Obtain a deck of common playing cards and plan to use them all, depending on the size of your group. If you have a larger group, you may need more than one deck.

Do the Activity

1. Give each participant a headband to hold his/her card in place.
2. Ask participants to select a card from the deck (face down) and, without looking at the card, affix it to their forehead facing out. The headband holds the card.
3. Each number represents a particular status. Aces represent the highest, most esteemed youth, seen as leaders, who have plenty of available resources and whom all other youth respect and listen to. Others who also have face cards or high numbers are treated with a similar measure of respect and admiration. Those with low numbers are not to be trusted nor given much notice. Persons with numbers in between are neither the most important nor are they least important.
4. When each person has a card on his/her forehead, ask the group to begin the process of planning a field trip to a mall or other appropriate location.
5. They should interact with others playing the role that relates to the number on their card.
6. After a few minutes, when the group clearly has a sense of who they are, ask them to line themselves up according to what number they think they are, from lowest to highest.
7. When all participants are in a line, ask them to look at their numbers. Then, ask them to return to their seats.

Share

- How did you do?
- Were you right in guessing what kind of card you had?
- For those in the low numbers, how did you feel?
- How did those with aces or face cards feel?

- And how about those of you with numbers in the mid-range?

Process

- For those who had the low numbers, how were you able to participate?
- What was your interest in completing the assignment? What did you think about the people with the higher numbers?
- For the middle numbers, how were you able to participate in the process? What was your interest in completing the project?
- What did you think about the numbers higher than yours?
- What did you think about those with lower numbers?
- For higher numbers (face cards and aces), how were you able to participate in the planning process?
- What was your interest in completing the task?
- How did you feel about the input and suggestions of those with lower numbers?
- What did you think about those with numbers lower than yours?

Generalize

- How would this apply to other status symbols and classifications or groups youths might find themselves in?
- What are some examples of status and classifications in 4-H groups?

(Possible answers: parents were 4-H'ers and know the unwritten rules: only the expensive animals have a chance to win big prizes; required dress for contests is expensive; boards, councils



and committees have no term limits or interest in attracting new people with different ideas; participation requirements fit only a two-parent, single-income family)

Apply

- How could the status of youth become more equalized in a 4-H setting?
(Possible answers: leadership roles are rotated or have term limits, member orientation

or assigned mentors guide new participants, all members are encouraged to have a “voice” in decisions made)

- What could you do as an adult to encourage others to help create a more inclusive environment?

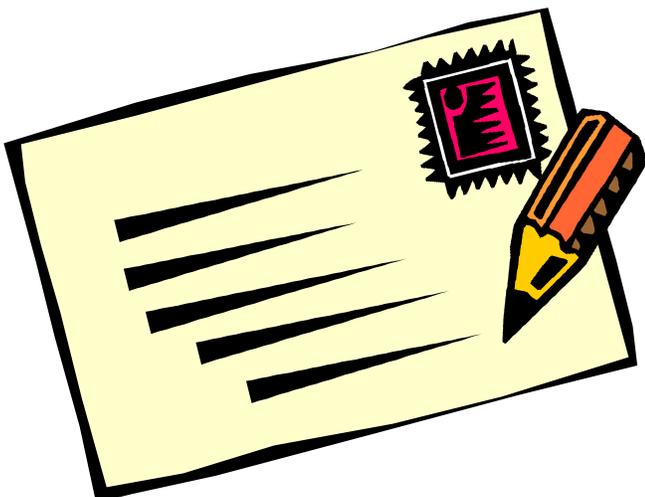
(Possible answers: examine your attitudes and actions to see if they favor one child or group, be more tolerant of diverse family structures and needs, check to see if expectations are too limiting for success)

(Optional Activity)

Remember Me

1. Present each participant with a copy of “A Letter to Me” and an envelope.
2. Ask each participant to write a letter to him/herself with 10 intentional ways to include all youth and adults in their program.
3. Have participants seal the envelope and address it to their home.

Note to presenter: To remind participants of their commitment, collect the letters and send them to participants several weeks after the session is over.



Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.



Digging Deeper

Learning about Disabilities

Adjusting your program to meet special needs of youth is often a challenge for those having limited experience with diverse audiences. A great resource for creating inclusive environments can be found at the following web site: University of Wyoming “Inclusive 4-H” Fact Sheet, <http://4-h.uwyo.edu>

Learning about Youth with Autism

Davidson, R., St.Pierre, T., Mincemoyer, C. & Wolfe, P. (2009). *Helping Youth with Autism Be Successful in Your Group, 4-H Club or Camp*. Penn State Cooperative Extension, University Park, PA.

Discovering “Where I Fit In” Is Important to Adolescent Development

It may seem that teens change their clothing styles, music preferences, peer groups and career interests as frequently as the weather changes. The physical, social, cognitive and emotional changes that come with adolescence are part of the task of forming an identity. Teens determine who they are and who they may be by affiliating with peers and groups. Adolescents know which groups they feel comfortable with, which peers they’re accepted by, and whom they choose to not affiliate with. Good leaders intentionally create an inclusive environment where youth have opportunities to try out different roles and responsibilities. An inclusive environment also provides social and emotional “space” so youth can be about the business of determining their current and future identity.

Learn more about Erikson and Marcia’s work in Identity Formation in the Web Appendix at www.4-h.org/resources/essentialelements.

References

- Baker, R., Harris, M., Larson, B., Martz, J. Stone, C. & Zieglowsky, S. (2007) *FUNDamentals of Youth Development – Unit 2*, 4-H Center for Youth Development - Montana State University.
- Ferrari, T. M. (2003). *The key ingredients* [Lesson plan].(Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I can list behaviors or practices that lead to an inclusive environment.	SD	D	N	A	SA
SD	D	N	A	SA	I can list behaviors or practices that hinder an inclusive environment.	SD	D	N	A	SA
SD	D	N	A	SA	I can describe the effects of power, status, and peer influence on youth.	SD	D	N	A	SA
SD	D	N	A	SA	I understand the potential consequences of acceptance or rejection.	SD	D	N	A	SA
SD	D	N	A	SA	I can demonstrate program practices and behaviors that create an inclusive environment.	SD	D	N	A	SA
SD	D	N	A	SA	I am likely to use inclusive practices in my programs.	SD	D	N	A	SA
SD	D	N	A	SA	I can distinguish between an inclusive and exclusive environment.	SD	D	N	A	SA
SD	D	N	A	SA	I can examine my program and incorporate activities that create an inclusive	SD	D	N	A	SA



Session 5: Engagement in Learning

Definition

An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. Through self-reflection, youth have the ability to self-correct and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity for creativity.

Application

Engaged youth are those who are self-motivated individuals. They set learning goals and anticipate reaching them. Engagement means a focus on learning as a way of improving (getting better) instead of proving (that you are the best or better than someone else). Engagement is also about a spark, and being excited about learning. Simply having a learning experience is not enough; knowledge is created through the transformation of experience. That is, learning is a hands-on and minds-on process (adapted from Ferrari, 2003).

Introduction to the Session

Active learning strategies keep youth engaged and interested in what is being taught. Think about ways to involve youth in the learning process and how to vary teaching techniques. Remember youth learn and retain more when they are actively engaged. Our challenge as adults working with youth is to creatively develop activities to teach concepts.

Youth who are involved in the learning process and given opportunities to successfully meet challenges and solve problems are more likely to develop self-confidence and feel they are capable of succeeding. The process of “discovery” of knowledge and finding solutions helps to build competence and confidence. Active learning strategies such as games, role-plays, and demonstrations allow youth to learn and have fun at the same time. Experiential learning allows youth to learn by being active participants in their own learning. Experiential learning takes “hands-on” learning a step further. The adult facilitator provides opportunities for discussion and reflection that help the youth understand how to apply what they learned to everyday situations in their own lives. In other words, using experiential learning allows the youth to be at the center of the learning. Experiential activities should be challenging and appropriate for the age of the youth involved. Fun and exciting activities will allow youth to explore new interests. The experiential learning model (within this lesson) illustrates how youth experience an activity, share the results, process what happened, and then generalize and apply what they learned. The activities in this session allow you to participate in experiential education and engaged learning firsthand.

This Element is present when:

- Members of various ages, backgrounds and abilities are doing community service projects.
- Members work together, plan activities and clearly enjoy being together and being involved.
- Members grow and mature as they plan and lead organizational activities, and events.
- Members, by choice, become leaders of the group.

Ways to support this Element:

- Provide opportunities where youth are intellectually stimulated and challenged.
- Help youth design real projects that make a difference to others.
- Create experiences with youth that relate to real life situations.

Goal of Lesson

To help adults working with young people apply the experiential learning model and active learning strategies to promote engagement in learning.

Objective of Lesson

Participants will:

- name and describe the steps in the experiential learning cycle
- generate discussion questions to guide youth through the experiential learning process
- evaluate an activity using the experiential learning process
- develop an activity using an active learning strategy
- modify an activity so that it uses experiential learning methodology

Activities

Edible Aquifers and Experiential Learning
4-H in Your State—Let's Get Active

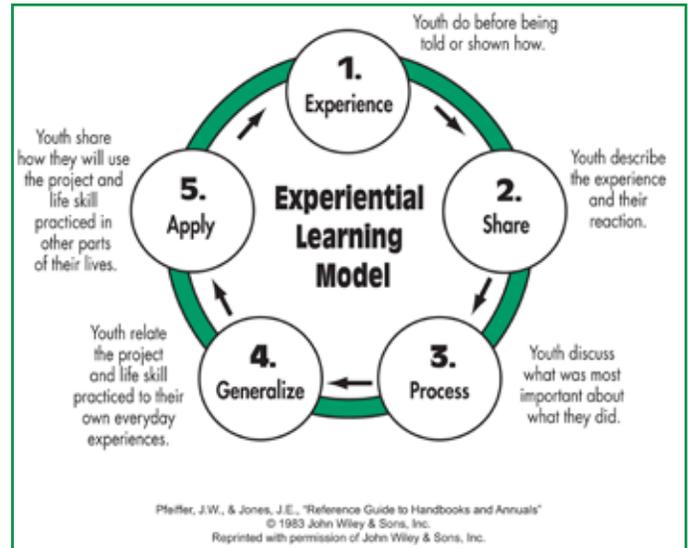
Materials Needed

Activity One

At least three toppings from the following list:

- Cereal (choose different sizes and shapes)
- Raisins
- Chocolate chips
- Individualized vanilla pudding cups
- Milk (large cup of milk or 1 small carton per table)
- Liquid food coloring
- Clear plastic cups (6-8 oz.) and spoons (one per participant)
- Serving dishes and spoons for each topping

Experiential Learning Model



*"Live as if you were to die tomorrow.
Learn as if you were to live forever."*

—Mahatma Gandhi

Activity Two

- Teaching Strategy Cards (Duplicate teaching strategy cards. Cut apart.)
- Copies of 4-H History Facts
- A variety of 4-H project activities with experiential questions removed (Sample of Contamination Central included)



Time to complete lesson: Approximately one hour

Activity One: Edible Aquifers and Experiential Learning

Introduction to the Activity

Water is an essential resource that is used by every person, community and industry in the world, but there is a limited supply of water on Earth. It is very important to know the source of drinking water, so as many water pollutants as possible can be identified and eliminated from the local environment. In this activity, you will learn how pollution can seep into your drinking water. You will also learn how to conduct an activity using the steps of the experiential learning model.

Do the activity

Each participant will use the food items from the material list to construct a model of an underground aquifer. Each individual aquifer will be filled with “water” and then contaminated with “pollution.”

1. Arrange all supplies on a table and give each participant a clear plastic cup.
2. Explain that the pudding represents the confining layer, or bedrock, that water cannot penetrate.
3. Have each participant fill his or her plastic cup 1/3 full of pudding.
4. Explain that the assorted toppings represent the different types of rock and gravel that make up an aquifer. Ask the participants to predict which layer (topping) will hold the most water and why.
5. Have the participants spoon at least three different topping layers over their pudding (bedrock). Tell them to be sure to fill the cup almost to the top.
6. Instruct them to tap the bottom of the cup on a counter or table to settle the particles (toppings) in the layers.
7. Explain that now they will observe how water moves through the different sized pores in an aquifer. Tell them the milk will represent water.
8. Have participants pour about 1/3 C. milk over the layers of their “aquifers”.
9. Relate the size of the pores to the size of the particles that make up the layers. Ask the participants which layer of the aquifer had the most room for “water”. Were their predictions correct?
10. Discuss percolation, ground water, aquifers, and pollution. Ask the following questions:
 - a. Why are there rainbows in the water on the road when it rains?
 - b. What other pollutants might be in rainwater runoff?
 - c. Do you think that all the pollutants are filtered out before the water gets to the aquifer?
 - d. Where do we get our drinking water?
 - e. How fast do you think pollutants can get into our drinking water?
 - f. How could polluted water in an aquifer affect your drinking water?
11. Tell participants that the food coloring represents polluted water from the surface of the soil. Tell them to pour some food coloring onto the top of the aquifer and to watch the coloring **percolate** through the soil and rock.
12. Discuss that most drinkable water comes from **aquifers**. Discuss what happens when pollution gets into the water supply. Ask the following questions:
 - a. Did the layers of “soil” and “rock” filter out the “pollution” before it got to the “water” in the “aquifer”?
 - b. What happened to the water?
13. Eat the aquifer!

“What I hear, I forget; what I see, I remember; but what I do, I understand.”

—Confucius, 451 B.C.



After doing this activity, discuss the experiential learning model using the following discussion questions. As you de-brief and process the activity, show participants what step of the Experiential Learning Model you are using. Share one question listed below and then ask participants to generate at least one question each (of their own) from steps 2-5 below.

Experience—Step 1

Accomplished by doing the activity.

Share—Step 2

- What is an aquifer and how do aquifers store water?
- Did your model aquifer store a lot of water or a little?
- Why do you think that happened?

Process—Step 3

- What does it mean when we say that water is contaminated?
- How did the “pollution” in your aquifer model get from the “land” to the underground “water”?

Generalize—Step 4

- Make a list of some things in your house, school or community that could contaminate an aquifer.
- How could the things on your list get into an aquifer that is far below the Earth’s surface?

Apply—Step 5

- Does polluted water in an aquifer concern you? Why or why not?
- What could you and your family do to help reduce water and soil pollution in your community?

(Source: Exploring the Treasures of 4-H, National 4-H Curriculum)

Activity Two: 4-H in Your State: Let’s Get Active!

Do the activity

1. Divide participants into six small groups.
2. Ask each group to select one of the teaching methods written on index cards.
 - Human timeline
 - Jeopardy game
 - 20 questions
 - Quiz bowl
 - Panel presentation
 - Role play
3. Each group teaches the history of 4-H using the teaching method selected. Distribute The History of 4-H handout to help groups with content for their activity.
4. Ask each group to develop at least two questions from each step of the experiential learning model for their activity and discuss with the entire group (Experience, Share, Process, Generalize, Apply).

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Curriculum Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.



Digging Deeper

What's in a 4-H Project Experience?

Copy activities from existing project books and cover-up the experiential questions if they are included as part of the activity. Ask each small group to review the activity and write their own experiential questions or modify the activity to make it experiential. Share activities with the entire group. Below is a sample activity you might use.

To explore learning styles to better appreciate and understand how different children learn, see the optional session on learning styles provided in the Curriculum Appendix, pp WA19-1.

Sample Activity: Contamination Central

Learning Objective

Learn that chemicals, salts and detergents can pollute water

Materials Needed

3 medium (about 2 cups each) clear jars with lids, water, measuring cup, tablespoon, 1 Tablespoon each of liquid detergent, salt and vinegar.

Procedure

Label one jar "detergent," one jar "salt," and one jar "vinegar". These are the "pollutants" for this activity. Put about 1 cup of water into each jar. Add 1 Tablespoon of pollutant to each jar, as labeled. Screw the lid onto each jar and shake well. Set each jar down and remove the lid.

In your small group, write at least one reflection question for each stage of the experiential learning process to complete this activity. Think about real life pollutants like the ones in the experiment, how the water and pollutants mixed, and how each real-life pollutant affects aquatic creatures, drinking water, etc.

Activity adapted with permission from *Water Quality Matters*, written by Joy R. Drohan, freelance writer-editor, William E. Sharpe, professor of forest hydrology, and Sanford S. Smith, natural resources and youth specialist, Penn State University, 2004

References

Maxa, E. (2003). *Heads-On, Hands-On: The Power of Experiential Learning*, National 4-H Curriculum, North Carolina Cooperative Extension.

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Ferrari, T. M. (2003). *The key ingredients* [Lesson plan]. (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210)

Multiple Intelligence and Learning Styles from FUNdamentals of Youth Development (2007). Montana 4-H Center for Youth Development, Level 3: Recognizing and Appreciating the Diversity in Today's Youth.



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Session 5: Teaching Strategies

(Duplicate and cut apart)

HUMAN TIMELINE

QUIZ BOWL

JEOPARDY GAME

PANEL PRESENTATION

20 QUESTIONS

ROLE PLAY



4-H History: A Few Facts

- In 1907 or 1908, the first 4-H emblem was used nationally. It was a three-leaf clover that stood for head, heart, and hands. In 1911, O.H. Benson suggested that the fourth H should be “hustle,” and the 4-H design was adopted. The fourth “H” was soon designated for “health”.
- Passage of the Smith-Lever Act of 1914 established the Cooperative Extension Service of which 4-H is a part. The Act provides public financial support of Extension programs.
- In 1927, the National 4-H Pledge and 4-H Motto was adopted at the first 4-H Club Camp.
- In the early 1930s, expansion of 4-H projects from canning, growing corn and livestock occurred. 4-H projects for girls included offerings such as clothing, home management, food and nutrition, and other home economics programs. Programs for boys included soil conservation, tractor, engineering, electricity, and agricultural production projects.
- After the war, interest in 4-H increased around the world. In 1948, Extension established the International Farm Youth Exchange, which is now known as the International 4-H Youth Exchange, IFYE.
- In 1959, the National 4-H Center opened just outside Washington D.C., with President Eisenhower participating in the dedication ceremonies.
- In the 1970s, Lyndon B. Johnson’s War on Poverty focused on designing programs for the disadvantaged poor. 4-H noted that it had been in the front lines all along, with about one-third of all 4-H members coming from such families.
- In 1973, the words “And My World” were added to the 4-H Pledge.
- During the 1990s, there was a marked increase in 4-H projects taken in schools and special interest clubs.
- Currently, the federal government funds many statewide 4-H programs designed to help children, youth and families at-risk, and military youth as well as traditional programs.





About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I can describe the steps in the experiential learning cycle.	SD	D	N	A	SA
SD	D	N	A	SA	I can generate discussion questions to guide youth through the experiential learning process.	SD	D	N	A	SA
SD	D	N	A	SA	I can explain why experiential learning is more enjoyable for youth than lecture style lessons.	SD	D	N	A	SA
SD	D	N	A	SA	I can develop an activity using an active learning strategy.	SD	D	N	A	SA
SD	D	N	A	SA	I can process an activity using the experiential learning process.	SD	D	N	A	SA
SD	D	N	A	SA	I can modify an activity so that it uses experiential learning.	SD	D	N	A	SA
SD	D	N	A	SA	I can differentiate between active and passive learning strategies.	SD	D	N	A	SA



Session 6: Opportunity for Mastery

Definition

Mastery is building knowledge, skills, and attitudes and then demonstrating the competent use of this knowledge and skills by a proficient practitioner. The level of mastery depends on the developmental ability of the youth. The development of mastery is a process over time.

Application

All youth want to be good at something. Mastery and competence is about developing skills and abilities. The projects and activities in 4-H are the vehicles that we use to help youth develop mastery and competence. It is important to develop competence because youth derive their sense of self-esteem from “feeling good about doing well” (adapted from Ferrari, 2003).

Introduction to the Session

Mastery is building knowledge, skills, and attitudes and then demonstrating the competent use of the knowledge and skills. Youth need to feel and believe they are capable and experience success at solving problems and meeting challenges to develop their self-confidence. Mastery is related to “self-efficacy”. Settings that promote self-efficacy and mastery encourage youth to take risks, seek out challenges, and focus on self-improvement rather than comparing themselves to their peers. The level of mastery depends on the developmental ability of the individual child or youth. See Curriculum Appendix, p.107 for information on how youth develop in four areas (physical, cognitive, language, emotional/social). Knowledge of developmental milestones and competencies will help adult leaders determine the level of activity and what youth are capable of accomplishing at different ages. Keep in mind that no two individuals develop at the same pace, but growth and development tend to progress in predictable stages.

The development of mastery is a process. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. As an adult working with youth, you should provide opportunities for youth to:

- Practice skills until they master them.
- Receive feedback on their accomplishments.
- Be encouraged after successes and failures.
- Receive public recognition for their achievements.
- Participate in activities that are developmentally appropriate.

This Element is present when:

- Members grow in projects that capture their interest.
- Youth eventually assist or mentor others in the same interest area or skill.
- Youth demonstrate what they have learned and the skill they have developed.

Providing sequential activities that require increasingly difficult skills and knowledge gives youth opportunities for mastery in a project area and allows for youth to complete activities that are appropriate for their developmental level. In this session you will explore ages and stages of development and discover how to plan activities that meet the needs of youth.

Ways to support this Element:

- Work with youth to help them establish realistic, challenging and achievable goals.
- Provide opportunities for youth to practice and demonstrate skills to others.
- Allow time for youth to reflect on successes, setbacks, growth, and pride.

- Plan developmentally appropriate activities and accommodate diverse learning styles.
- Ensure that all programs have a step-wise progression of difficulty and challenge.
- Provide numerous opportunities for youth to serve as teachers of others.
- Provide youth with training in how to teach others effectively.

Goal of Lesson

To help adults working with youth learn how to develop activities that are targeted to the age of the youth audience and to provide activities and programs that support mastery and competence.

Objectives

The participants will:

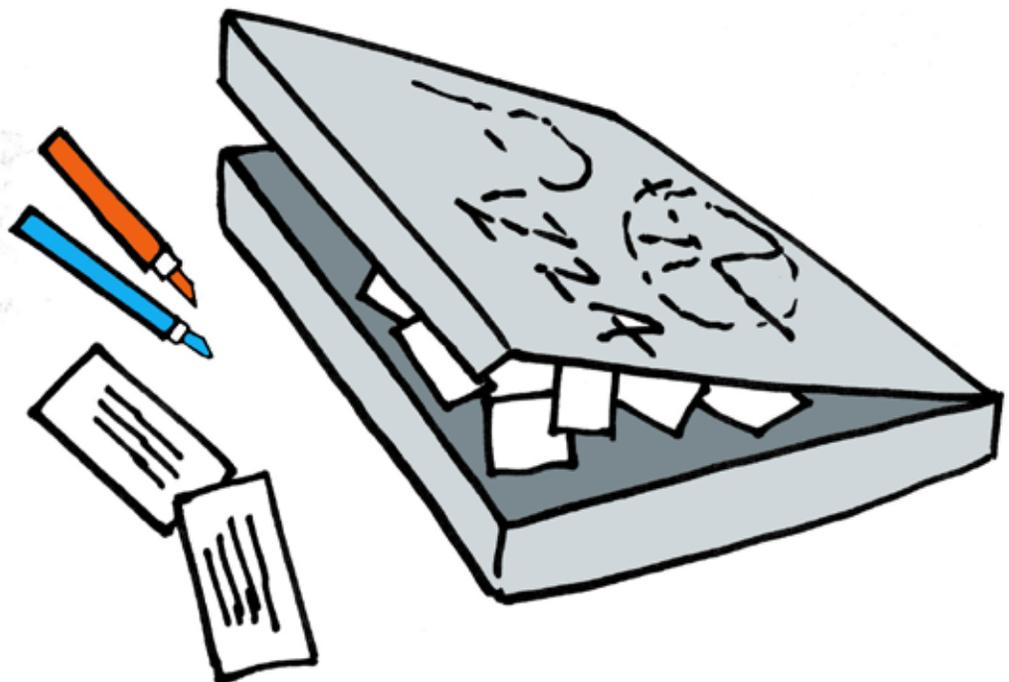
- list common characteristics in the four developmental domains for different age groupings of youth
- develop or modify an activity to provide sequential activities that support mastery of a skill or knowledge

Activities

Putting It All Together
Plain, Pepperoni or Supreme

Materials Needed

- Flip chart paper
- Tape
- Colored markers
- Empty pizza box
- Age Group cards (Duplicate and cut apart.)
- Project Area cards (Duplicate and cut apart.)
- 1 copy per participant of “Ages and Stages” (Curriculum Appendix pp.107-110) or similar Ages and Stages reference





Time to complete lesson: Approximately one hour

Activity One: Putting It All Together

This activity will help adult leaders plan programs and activities that are interesting, fun and appropriate for the developmental level of the 4-H'ers in their group. All youth feel good about doing well. An adult working with youth it is important to use the projects and activities in 4-H as a way to help youth develop mastery and competence. Ask participants to think about a typical youth at age 5 and a typical youth at age 13. Engage participants in a discussion about the two different youth they are visualizing. How are they different physically, socially, emotionally, and intellectually? This activity will help adult leaders to think about the typical characteristics of youth at each stage of development.

Do the activity

1. Divide the group into four groups and have each group select one of the Age Group cards from the empty pizza box. Provide copies of the four Ages and Stages handouts (from Curriculum Appendix, pp.107-110).
2. Each group draws a life-sized picture of a typical youth of the age group selected. Tape flip chart paper together to make the picture life-sized.
3. Encourage the groups to think of creative ways to show the characteristics from each of the developmental areas.
4. Share pictures and discuss the developmental characteristics represented.

Share

- What are the characteristics you represented in your drawing?

Process

- Which of the characteristics depicted in your drawing would influence the type of 4-H projects offered in the group or club?

Generalize

- Are these characteristics typical of all youth in this age category? Why might you see variation?

Apply

- What program, project, activity or practice that you or other adults in your program currently use might need to be modified based on understanding how youth grow and develop?





Activity Two: Plain, Pepperoni and Supreme!

Do the activity

1. Put the Project Area cards into an empty pizza box.
2. Divide into small groups.
3. Each group selects a Project Area card from the pizza box.
4. Identify three activities for the project area that correspond to beginning (plain), intermediate (pepperoni), and advanced (supreme) skill levels of development.
5. Share with the group and process with the discussion questions below.

Share

- Describe the activities that your group developed.

Process

- Why are the activities appropriate for each level of development?

Generalize

- How would you handle youth who have advanced technical skills in a project area but might be less advanced in social and emotional development?

Apply

- How might you incorporate the activities you developed into an existing program in your county or state?
- Mastery requires practice and demonstration of skills. What are some techniques you have used to allow youth to demonstrate competence? Record techniques on a flip chart.
- It is important to recognize youth's accomplishments to contribute to their sense of self-efficacy. What are ways that

you have recognized youth for their important contributions to your program and also for their personal mastery? Record ideas on flipchart.

- What other unique teaching techniques have you used to teach ages and stages to adults working with youth?

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Curriculum Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.

Digging Deeper

For additional information about child development, download Ages and Stages, Child and Adolescent Development, A Guide for 4-H Leaders at <http://pa4h.cas.psu.edu/102.htm> or see Web Appendix at www.4-h.org/resources/essentialelements.

To learn more about how youth develop their identities, see Web Appendix, at www.4-h.org/resources/essentialelements

References

Ferrari, T. M. (2003). *The key ingredients* [Lesson plan]. (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



**K-3RD
GRADE**

**7TH-9TH
GRADE**

**4TH-6TH
GRADE**

**10TH-12TH
GRADE**

Session 6, Project Area Cards

(Duplicate and cut apart)



CLOTHING & TEXTILES	LEADERSHIP DEVELOPMENT	ENGINEERING
FOOD & NUTRITION/ PHYSICAL ACTIVITY	LIVESTOCK	COMMUNICATION ARTS
HORSES	WOODWORKING	OTHER:
CAMPING	AEROSPACE SCIENCE	OTHER:



SESSION 6—EVALUATION—OPPORTUNITY FOR MASTERY

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I know that opportunity for mastery is an essential element of positive youth development.	SD	D	N	A	SA
SD	D	N	A	SA	I understand and recall the importance of opportunity for mastery.	SD	D	N	A	SA
SD	D	N	A	SA	I can verbally translate the importance of mastery to volunteers/staff.	SD	D	N	A	SA
SD	D	N	A	SA	I can choose appropriate activities that teach mastery.	SD	D	N	A	SA
SD	D	N	A	SA	I can demonstrate, through hands-on activities, the importance of mastery.	SD	D	N	A	SA
SD	D	N	A	SA	I can examine and identify effective hands-on projects in my youth development work.	SD	D	N	A	SA
SD	D	N	A	SA	I can compare mastery opportunities and know good programs from poor ones.	SD	D	N	A	SA



SESSION 7: OPPORTUNITY TO SEE ONESELF AS AN ACTIVE PARTICIPANT IN THE FUTURE

Definition

The ability to see oneself in the future is to have hope and optimism to shape life choices which facilitates the transition into participating in the future.

“There is always one moment in childhood when the door opens and lets the future in.”

—Graham Greene

Application

Having a future orientation is when you have something to look forward to. In a simple sense, it means going to camp and seeing the possibilities of becoming a camp counselor. It is about having a chance to try out new roles in a safe environment. It also encompasses learning skills that are applicable to a chosen career path. 4-H participation should directly (through developing an interest in a project or program that leads to a career) and indirectly (by developing good communication and teamwork skills) prepare youth for future careers (adapted from Ferrari, 2003).

Introduction to the Session

One of the most difficult tasks for youth is learning to set attainable goals and define realistic strategies for reaching them. Success in setting and achieving goals gives youth the confidence to aspire for increasingly more difficult and challenging accomplishments. Adults should provide appropriate information, direction, and guidance while allowing the youth themselves to make the final decisions. Activity 1 examines the process of setting **SMART** strategies for achieving goals.

One of the challenges for adults is helping youth recognize and explore the multitude of opportunities available to them and to match these with their skills, interests, and aptitudes. Understanding the interconnectedness of the world agriculture, economies, people, environmental issues, cultures and other “big picture” concepts is age appropriate for teen youth as they mature cognitively and begin to think in a more abstract manner. Activity 2 explores the wide variety of jobs and careers associated with product design and production. It also identifies jobs and careers that may be of interest as it introduces and discusses those associated with producing candy bars.

Being “futuristic” means making decisions today based on a positive belief about the future. Positive environments provide opportunities for youth to see themselves in the future and to harness the hope and optimism to shape life choices that facilitate the transition into participating in the future. The ability to see oneself in the future allows for the development of independence and self-responsibility.

This Element is present when:

- Youth members draw on their various interests to help choose possible career paths and hobbies.
- Members look forward to being leaders in the organization or group.
- Youth make plans for the coming year.
- The club shares excitement about a future activity or opportunity.

Ways to support this Element:

- Encourage youth to set goals for themselves 5-10 years in the future that are challenging, yet achievable.
- Provide opportunities for youth to realize some of their goals through programs and projects.
- Give youth opportunities to develop ideas and see them through to completion.
- Encourage youth to think positively.



Goal of Lesson

To teach adults working with youth to learn how to help youth set goals.

Objectives

The participants will:

- Practice SMART goal principles while completing a task
- Explore ways to promote a sense of purpose and help youth identify goals
- Identify valuable aptitudes, skills, and interests

Activities

Exploring Goals

Candy Bar Job Search

Materials Needed

- Large Marshmallows, 10-15 per group
- Toothpicks or spaghetti noodles, 10-15 per group
- Paper plates, 1 per group
- Wrapped candy bars (must have ingredients listed on wrapper), 1 per participant
- Candy Bar Job Search handout (1 per participant)
- If doing Digging Deeper activity: SMART Goal Scenario cards (Duplicate and cut apart.)

Time to complete lesson: Approximately one hour

Activity One: If You Build It....Exploring Goals

Do the Activity

1. Give each group a plate, marshmallows and toothpicks (or spaghetti).
2. Ask each group to build the tallest free-standing structure possible using only marshmallows and toothpicks (or spaghetti) on the plate provided.
3. Allow groups about 10 minutes of work time and then stop construction.

Share:

- Compare structures among groups.
- What strategies did your group use to create your product?

Process

- How did different group members contribute to the final product?
- Groups may have used **SMART** strategies to achieve their end product or goal. Ask if

any of the following steps were used in completing the task.

SPECIFIC→What did you want to accomplish?

MEASURABLE→How would progress look and be measured?

ATTAINABLE→Is the goal achievable?

REALISTIC→Is the goal within reach, and does it fit with immediate and long-term plans?

TIME-BOUND→Can it be achieved within the timeframe or deadline?

Generalize

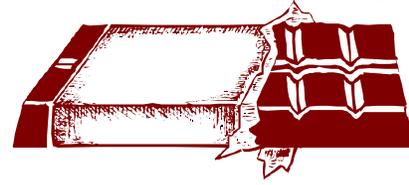
- Why would these steps apply to setting a goal and completing a 4-H project?

Apply

- Why would these same strategies be helpful throughout your life?
- How could you help youth to draw this same conclusion as they approach new challenges and opportunities?



Activity Two: Candy Bar Job Search



Do the Activity

1. Divide participants into pairs and give each pair a copy of the candy bar job search handout and a candy bar.
2. In partners, ask participants to examine the wrapper of candy bar.
3. Have participants brainstorm the types of jobs and careers associated with producing the packaged candy bar for consumers. Write them on the Candy Bar Job Search handout.
4. Then, ask each group to list the job skills or training required for each job/career identified on the handout.

Share

- What types of things did you discover?

Process

- In which of these jobs would you be most interested, if you had to pick one? Why?
- Which of these jobs are least interesting to you?

Generalize

- What types of work, represented in this activity, are youth you know interested in doing? Why?

Apply

- What training would they need? How could what you learned about candy bars apply to other products? How could you help youth be aware of the opportunities and set realistic goals for their career and future aspirations?

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Curriculum Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.

Digging Deeper

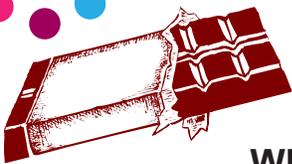
- Distribute one Smart Goal Scenario card to each group. (The leader may add scenarios as appropriate.)
- Allow the groups time to read and discuss possible responses to each of the youth or groups.
- How might each group or individual be guided in setting SMART goals as they share their 4-H project or other plans?

References

Candy Bar Activity adapted from material developed by:

Kathryn J. Cox, Ohio State Extension 4-H Specialist, Youth Development; David Farrell, Ohio State Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Ohio State Extension Associate, 4-H International Exchange Program.

Ferrari, T. M. (2003). *The key ingredients* [Lesson plan]. (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



Candy Bar Job Search

What jobs exist to create this sweet treat?

Part of Candy Bar	Career Title	Training Needed
Wrapper	Advertiser	College degree, marketing
Cocoa ingredient	Cocoa farmer	Vocational agriculture

Discussion Questions

What types of things did you discover?

In which of these jobs would you be most interested, if you had to pick one? Why? Which of these jobs are least interesting to you?

What types of work, represented in this activity, are youth you know interested in doing? Why?

What training would they need? How could what you learned about candy bars apply to other products? How could you help youth be aware of the opportunities and set realistic goals for their career and future aspirations?

Session 7, **SMART** Goal Scenario Cards

(Duplicate and cut apart.)



Suzi, age 13, is in her second year of sewing and saw the formals created by other youth at the fair last year. She is determined to make that her goal for this year.

Sam has recently started riding and wants to enter the intermediate level in the horse project because they do some cool things in the shows.

The teen counselors are in charge of determining the theme and program for the camp targeting grades 3 through 6.

They want to add some program features that you know will be extremely difficult to make happen.

Teens in the leadership project want to take on a healthy community project that involves hundreds of households and a six-month deadline.

A youth is new to the world of large animal projects and as her number one goal wants to be Grand Champion because s/he has heard the rumors of large premiums paid for these animals.

An industrious photographer wants to try some advanced photography techniques even though s/he does not have the necessary equipment.



SESSION 7—EVALUATION—OPPORTUNITY TO SEE ONESELF AS AN ACTIVE PARTICIPANT IN THE FUTURE

About Your TRAINING Experiences . . .

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AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I know that the opportunity to see oneself as an active participant in the future is an essential element of positive youth development.	SD	D	N	A	SA
SD	D	N	A	SA	I know that success in setting and achieving goals gives youth the confidence to aspire to more challenging accomplishments.	SD	D	N	A	SA
SD	D	N	A	SA	I can identify valuable aptitudes, skills and interests that will help youth be successful in the future.	SD	D	N	A	SA
SD	D	N	A	SA	I can demonstrate the SMART method of goal setting.	SD	D	N	A	SA
SD	D	N	A	SA	I can help others write goals and objectives.	SD	D	N	A	SA
SD	D	N	A	SA	I can identify effective hands-on projects that promote the concept of seeing oneself as an active participant in the future.	SD	D	N	A	SA



SESSION 8: OPPORTUNITY FOR SELF-DETERMINATION

Definition

Self-determination means believing that you can have an impact on life's events rather than passively submitting to the will and whims of others. Youth must exercise a sense of influence over their lives, developing their potential to become self-directing, autonomous adults.

Application

Self-determination includes several aspects. Youth must believe that they can influence life's events rather than life's events having control over their lives. We must help our 4-H youth foster that personal sense of influence over their lives, exercising their potential to become self-directing, autonomous adults. We can guide and help youth feel that they have influence when they have choices and get to "call the shots" (adapted from Ferrari, 2003).

Introduction to the Session

Adults will often find that their reactions to youth and standards or expectations for behavior may be in conflict with those of the adolescent peer group or the resources available to the youth. Examining one's own attitudes about youth is critical. The success of 4-H programs will often hinge on the attitudes and beliefs adults have about young people. How adults see youth—as capable or as incapable—will establish a precedent for all that happens in a local program. Adults and youth can work together as full partners in all kinds of ways, from decision-making to planning programs. It is important to view youth as resources to programs and consider it a part of their responsibility to participate. Activity 1 helps adults understand their view of young people and the impact these perceptions can have on youth/adult partnerships and program success, while Activity 2 focuses on helping youth determine the positive or negative influences they can have over life's events.

This Element is present when:

- Youth members choose projects, activities, or hobbies or decide to step-out of organizations or teams based on their changing interests and abilities.
- Youth consider for themselves "What went well, and what would I do differently the next time?"
- Youth choose and plan activities, team events, and projects.

Ways to support the Element:

- Give youth numerous opportunities to set their own goals.
- Provide an atmosphere where youth can safely try new things and challenge themselves.
- Avoid the tendency to solve problems for youth. Be supportive and allow them to come to their own solutions.
- Act more as "guides on the side" rather than the "sage on the stage".



Goal of Lesson

To help adults working with youth be more successful in creating youth/adult partnerships and providing opportunities for self-determination

Objectives

The participants will:

- Examine attitudes about youth/adult partnerships
- Role-play scenarios involved in creating youth/adult partnerships

Activities

Teen/Adult Partnerships

Role Play—Influencing the Outcome

Materials Needed

- Agreement Signs (Duplicate and post.)
- Tape
- Scenarios: 1 or more per group (Duplicate and cut apart.)

Time to complete lesson: Approximately one hour

Activity One: Examining Teen/Adult Partnerships

Do the Activity

1. Clear space in the room so that participants can move easily from one end to the other. Designate one side of the room as “Strongly Agree” and the opposite side of the room as “Strongly Disagree”. Tape the signs to the wall or on the floor.
2. Explain that the first step in forming youth–adult partnerships and being effective with all youth is to examine how one feels about working with, trusting, and communicating with individuals often two or more decades apart in age.
3. Have participants examine their beliefs about such relationships by taking part in the activity and responding to the attitudinal statements based on their feelings about each of them.
4. Read each statement and ask the participants to move to the end of the continuum that most closely demonstrates their opinions or views.
5. Use the discussion tips provided after each statement to conduct a very short de-briefing of each attitudinal statement.

Attitudinal Statements

Young people should speak when spoken to.

Discussion point: Youth need to feel they are free to voice opinions and make suggestions; however,

as a facilitator, be sensitive to potential cultural differences among participants.

Adults are usually careful about not interrupting youth.

Discussion point: Youth should be allowed to express their opinions without interruption from adults who dismiss them as inexperienced.

Young people are valuable resources to their community.

Discussion point: Youth should be seen as assets to programs and communities and not problems to be dealt with.

Adults I know usually listen carefully without being judgmental

Discussion point: Adults should listen to youths’ points of view so they feel comfortable expressing opinions, and should want to help youth work out solutions to problems.

Because of their experience, adults know what’s best for young people.

Discussion point: Adults may be able to provide guidance based on their experience; however, involving youth in decision-making creates self-confidence and a sense that they matter.



Adults I know usually provide opportunities for youth to reflect and learn.

When youth learn by doing, they are more likely to become engaged, retain knowledge, and apply it to their lives.

The opinions of young people should be welcomed and valued.

Discussion point: Adults should listen to youths' points of view so they feel comfortable expressing opinions and feel the youth are willing to help work out solutions to problems.

Young people have no place in adult society.

Discussion point: Experiencing adult roles in appropriate settings is what prepares youth to be successful in adult life.

Adults I know treat all (teen and adult) group members with respect.

Discussion point: Adults serve as role models 24/7—youth learn more by observing and modeling than through lectures.

Young people should be involved in making decisions affecting them.

Discussion point: Unless an emotional or physical safety issue is involved and requires an immediate decision, youth are capable of expressing their wants, needs, and desires.

Adults should always expect youth to make their own decisions.

Discussion point: Youth decision-making should be based on the maturity of the youth, the type of decision being made, and the potential consequences.

Young people are capable of making program plans with no adult direction.

Discussion point: While youth, and especially teens, may say they don't need direction, they

may not know all of the factors to consider and may need someone to ask the "right" questions in guiding them towards positive consequences.

Asking young people about their program plans is a sign of distrust.

Discussion point: Attitude makes all the difference—the same question asked in different tones can take on a completely different meaning.

Adults I know usually listen to all of the facts before jumping to conclusions.

Discussion point: Past experience, timing, and emotions can all affect conclusions—it's important to give all youth and adults the same consideration.

Share

- How would each of you summarize your responses? Give a thumbs up if you think your attitudes and perceptions demonstrate a willingness to form partnerships.

Process

- Were any of the statements more difficult to respond to than others? Which ones?
- Are any of the actions more difficult to practice than others? Why?

Generalize

- What are situations where partnerships work extremely well?
- In what situations are partnerships more challenging?

Apply

- How can you change your program to make the partnership more successful for both the youth and adults involved?



Activity Two: Club Program Planning Role Play

Introduction

Adults are often in positions to help youth, and especially teens, process through self-determining their responses to difficult situations. Allowing youth to talk or roleplay through scenarios and potential outcomes can help them form a repertoire of positive reactions and desirable consequences to draw from when difficult situations arise or bad things happen.

Do the activity

1. Divide participants into small groups of 4-5.
2. Give each group a role-play scenario to discuss how youth might respond.
3. If time allows, have groups act out role-play scenarios.

Share

- How do you think youth would determine their responses? What things would you encourage them to consider?

Process

- Were any of these situations more difficult than others to work through? How is that representative of life's decisions?

Generalize

- What have we learned from the other essential elements that could make a difference in how youth respond?
- What are other similar opportunities for self-determination that might occur?

Apply

- How can you let youth know they have the ability to influence the outcomes?
- What are some areas of self-determination, from simple to more advanced, that are age-appropriate for youth?

Some practices the 4-H club may want to implement if they are not already in place include:

- Allowing all youth to have a voice in selecting activities for the club.
- Encouraging project leaders to use the experiential learning cycle (experience, share, process, generalize and apply) when working with members in large or small groups.
- Allowing plenty of time at meetings for each member to talk about their own experiences.
- Providing opportunities for older youth to test their independence by matching them with younger members as mentors.
- Having the older members plan, implement, and evaluate a program or activity for younger members.
- Making certain that young people are heard and taken seriously by others.
- Ensuring that, once youth have joined decision-making groups, they are not ignored.
- Encouraging youth to participate in decision-making activities within the club as well as urging them to apply for leadership positions at the county, regional, or state level.

(Adapted from www.urbanext.uiuc.edu/4hfacts/pyd05.html)



Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.

Digging Deeper

I Believe—Top Ten

Make a list (as a group or individually) of the top ten things you believe about youth, their abilities for self-determination and how they can influence the outcomes of situations they may find themselves in. Begin the list with the following text, “As an adult working with youth, I believe all youth have the ability to...”

References

Baker, R., Harris, M., Larson, B., Martz, J., Stone, C. & Zieglowsky, S. (2007) *FUNDamentals of Youth Development – Unit 2*, 4-H Center for Youth Development - Montana State University.

Ferrari, T. M. (2003). *The key ingredients* [Lesson plan] (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



**STRONGLY
AGREE**



**STRONGLY
DISAGREE**



Leader/Youth

The leader won't admit that she evaluated a project incorrectly after you prove it to her with your project book.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!

Coach/Youth

You missed practice because of a family emergency. Your coach won't let you participate in the big contest.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!



Youth/Local Store Owner

You are accused of stealing. You often shop in this small convenience store, and some of your friends have been caught stealing.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!

Youth/Police Officer

An officer pulls you over, only (you think) because you drive a decked-out pick-up truck. You have done nothing wrong.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!



Parent/Teen Daughter/Son

You are 17 years old and your parents insist that you come home at midnight after the fair. Your friends have other plans.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!

Youth/Girlfriend/Boyfriend's Parents

Your boyfriend/girlfriend's parents have been receiving hang-up calls in the middle of the night. They accuse you of making the calls.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!



4-H Staff Member/4-H Member

You have an idea to start an activity at your school. The 4-H staff person continually says that it would be a waste of time.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!

Leader/Youth

You are participating in an activity that requires your parents' permission. Your parents cannot attend, so they sign a note. You are accused of forging their signature.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!



Youth/Employer

Your employer asks you to work every weekend. When you ask to have the weekend off to attend an important youth event, you get fired.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!

Youth/Extension Support Staff

You returned a resource book that was in poor condition when you checked it out. The extension support staff wants you to pay for the replacement of the book.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!



Youth/Leader

You want to apply for scholarships that your leader must sign. He won't sign them promptly; therefore, you miss several opportunities.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!

Youth/Agent

You found a missing bag in the community center bathroom and turned it in to your leader. You were accused of stealing it.

Handle the situation in a negative role-play!

Handle the situation in a positive role-play!



SESSION 8—EVALUATION —OPPORTUNITY FOR SELF-DETERMINATION

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I know the definition of opportunity for self-determination.	SD	D	N	A	SA
SD	D	N	A	SA	I can list examples of self-determination.	SD	D	N	A	SA
SD	D	N	A	SA	I can recognize self-determination in a youth development program.	SD	D	N	A	SA
SD	D	N	A	SA	I can explain ideas and concepts of self-determination to others.	SD	D	N	A	SA
SD	D	N	A	SA	I can choose appropriate activities to promote self-determination.	SD	D	N	A	SA



Session 9: Opportunity to Value and Practice Service to Others

Definition

Finding yourself begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community, indeed the world itself.

Application

Service is more than a product; it is a process that provides developmental opportunities for 4-H members. What are youth learning when they vote year after year to plant flowers at the fairgrounds? They may be learning that service is boring. Therefore, youth need to be involved in all phases of service—identifying community needs, making decisions, evaluating, and sharing the results—not just doing the service. Sometimes this approach is referred to as service-learning. Education and reflection are key elements of quality service-learning that are not always present in community service (adapted from Ferrari, 2003).

Introduction to the Session

Young people need to feel their lives have meaning and purpose. They need opportunities to connect to their communities and learn how to give back to others. Service-learning allows youth to reflect on what they learned and discover or learn something new in addition to the service to the community. As part of this process, youth gain an understanding of others' needs and how to respond to these needs. Service to others or generosity may also include the development of values such as compassion and tolerance for diversity, the ability to consider the perspective of others, and the perspective to approach problems as "a member of a global society," through participating in local, national or international politics. The activities in this session identify options for service-learning activities and ways to incorporate education and reflection into them.

Many youth programs participate in community service projects as a way of helping others and giving back to the community. By adopting principles of "service-learning," youth can also learn while contributing to their communities.

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, to teach civic responsibility, and to strengthen communities. Involve young people in the planning, design, implementation, management, and evaluation of meaningful service activities that arise from real needs within communities. Publicly acknowledge and celebrate the contributions of these young people.

This Element is present when:

- Youth joyfully serve others through community improvement projects.
- Youth show mutual support for others within the organization.
- Youth can identify community needs and design solutions to meet those needs.

Ways to support this Element:

- Provide opportunities for youth to practice and demonstrate skills to others.
- Allow time for youth to reflect on successes, setbacks, growth, and pride.
- Plan developmentally appropriate activities and accommodate diverse learning styles.
- Provide numerous opportunities for youth to serve as teachers of others.
- Plan, with youth as partners, meaningful experiences.



Goal of Lesson

To understand the importance and characteristics of a service-learning experience.

Objectives

The participants will:

- Describe the differences between a community service and service-learning project.
- Plan a service-learning project using a process that can be effective with youth.

Activities

Wall of Service

Planning for Service-Learning

Materials Needed

- Sticky notes (3 to 4 notes per participant)
- Colored markers
- Digital camera
- Service-Learning Planning Worksheets (1 per participant)



What is Service-Learning?

Service-learning includes both service to others and learning goals for the youth with the intent that both the person(s) being served and the youth will benefit. Service-learning allows the youth to reflect on what they learned and discover or learn something new in addition to the service to the community. The following is an example that depicts the differences between community service and service-learning:

If 4-H'ers clean up trash and pollutants from a streambed, they are providing a service to the community by cleaning up the stream. When they also analyze what they found and the possible sources of pollution, they can 1) share the results with residents and public officials, and 2) offer suggestions for reducing pollution. In this scenario, they are engaging in service-learning. The 4-H'ers are engaged in a community clean-up project but are also learning about pollution sources and water quality. They can practice communication skills when sharing what they found with the community and public officials. The service and the learning are combined intentionally. Volunteer and community service activities without a service-learning component are also important and valued; however, the service-learning project has different objectives for the youth involved.

Adapted from case example in *Learn and Serve, America's National Service Learning Clearinghouse*.



Time to complete lesson: Approximately one hour

Activity 1: Wall of Service

Introduction

Service-learning projects provide youth with opportunities to feel their lives have meaning and purpose. It is a chance for them to connect with their communities and learn how to give back to others. Through this experience, they feel they are capable of making a positive difference for others. This activity will help participants think about how to transform their community service projects into opportunities for service-learning for youth.

Do the activity

1. Give each person several sticky notes.
2. Ask participants to write 3-4 service projects in which they have participated or led youth.
3. Place the sticky notes up on a “Wall of Service.”
4. As a group, review the contributed project list and look for a natural ways to organize the projects (environmental, intergenerational, food/nutrition, etc.) Sort similar projects together on the wall and label.
5. Discuss whether the projects provided an opportunity for self-reflection and deeper learning. Discuss ways to modify or extend the activities from community service to service-learning projects.
6. Take a picture of the Wall of Service to remind participants of the wonderful ways they are serving others. Put it in a 4-H newsletter or share at a leader’s recognition event.

Share

- What new thing did you learn about service learning?
- What did you like about this activity?

Process

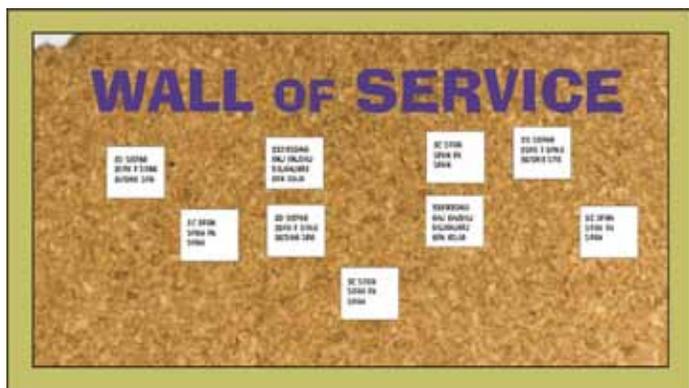
- What did you learn as a group that you might not have learned alone?
- What were some common themes that you heard?

Generalize

- What else do you think you need to know to successfully lead a service-learning project with youth?

Apply

- What would you do differently if you conducted this activity with adult volunteer leaders in your county/state? With youth?





Activity 2: Planning for Service—Learning

Introduction

This activity will help participants plan a service-learning activity. Planning a service-learning activity should always involve the youth who will be engaged in the community service as well as someone for whom the service is intended. Also consider about how volunteers will be recruited to help with the logistics and how the youth involved with the project will be supervised. Once a project has been selected, the planning team should develop a plan for implementation. This activity will help you get started.

Do the Activity

1. Divide the group into smaller groups of 4-6 participants.
2. Ask each group to select a service-learning activity. (The Wall of Service may provide ideas from which to begin.)
3. Have the groups collaboratively complete the Service-Learning Planning Worksheet.

Share

- What were some decisions you had to make to carry out this activity?

Process

- How did your group decide on the specifics of your service-learning activity?

Generalize

- Where can you find more information on the topic of your service-learning project or on service-learning in general?

Apply

- In what other situations might you be able to use this type of planning tool with youth?

Imaginary Slide Show

This technique for reflection is easily adaptable for a variety of different topics. You are producing an “Imaginary Slide Show” with the group. Pass an imaginary clicker from participant to participant and ask each to describe a slide that tells the group a vision for service-learning in their club/county/state. End when all who wanted to participate have had a chance to describe their imaginary slide.

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.

Digging Deeper

For more information about service learning and detailed planning steps, see:

Webster, N. (2004). *Creating Service Learning Opportunities through Youth and Adult Partnerships*, Penn State Cooperative Extension, Penn State University. Available online at: <http://pa4h.cas.psu.edu/30.htm>

Check out Learn and Serve America’s National Service Learning Clearinghouse, at http://www.servicelearning.org/what_is_service-learning/service-learning_is/index.php

References

Ferrari, T. M. (2003). *The key ingredients* [Lesson plan] (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).

Session 9, Service-Learning Planning Worksheet



Service-Learning Planning Worksheet

Once a project has been selected, the collaborating team should develop a detailed plan for implementing it. The team should include 4-H educators, leaders, youth, representatives from collaborating organizations or schools, and members of the community to be served. Schedule several planning meetings. Decide how each detail should be carried out and who's in charge of seeing it through. Make sure everyone has input and gets a job! The following format may be helpful.

Name of Project: _____

Description: _____

Desired Outcome of Service to Community: _____

Desired Outcome of Project to Youth: _____

Number of Youth to Be Involved: _____

Knowledge and Skills Needed: _____

Preparing Youth to Serve and Learn (Training and Orientation): _____

Collaborators and Their Contributions (Clear Agreements): _____

Preparing Collaborators to Work with Youth: _____



Recruiting and Screening Adult Volunteers: _____

Preparing Adults as Supervisors: _____

Reflection Opportunities before, during, and after Service: _____

Communications (with Parents, Collaborators, Youth, and the Public): _____

Parental Support/Involvement: _____

Risk Management (Liability Issues): _____

Resources Needed: _____

Printing/Duplication: _____

Facilities: _____

Publicity: _____

Equipment: _____

Awards: _____

Materials/Supplies: _____

Funding: _____

Transportation: _____

Action Plan for Service (Who Does What? When? Who Supervises?): _____

Evaluation (Criteria for Success): _____

Recognition/Celebration: _____



SESSION 9—EVALUATION—OPPORTUNITY TO VALUE AND PRACTICE SERVICE TO OTHERS

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
SD	D	N	A	SA	I know the opportunity to value and practice service to others is one of the essential elements.	SD	D	N	A	SA
SD	D	N	A	SA	I can define both community service and service-learning.	SD	D	N	A	SA
SD	D	N	A	SA	I can describe the components necessary for a successful service-learning activity to others.	SD	D	N	A	SA
SD	D	N	A	SA	I can plan a service-learning project for youth and adults.	SD	D	N	A	SA
SD	D	N	A	SA	I can examine community service projects and modify them into service-learning projects.	SD	D	N	A	SA
SD	D	N	A	SA	I can differentiate between community service and service-learning projects.	SD	D	N	A	SA

SESSION 10: PIZZA SUPREME!

PUTTING IT ALL TOGETHER & APPLYING IT TO MY PROGRAM

Introduction to Session

Each of the eight essential elements is vital to the growth and development of youth. It is the combination of the elements that creates the optimal positive environment for youth development to occur. As we have explored the essential elements curriculum, we've learned that, by intentionally including these elements, the likelihood of positive youth outcomes will increase. This session will bring together what has been learned about the essential elements and how to apply that knowledge to incorporate the elements into 4-H youth development programming.

Goal of Lesson

To apply the knowledge gained about the essential elements so they can be incorporated into youth development programming.

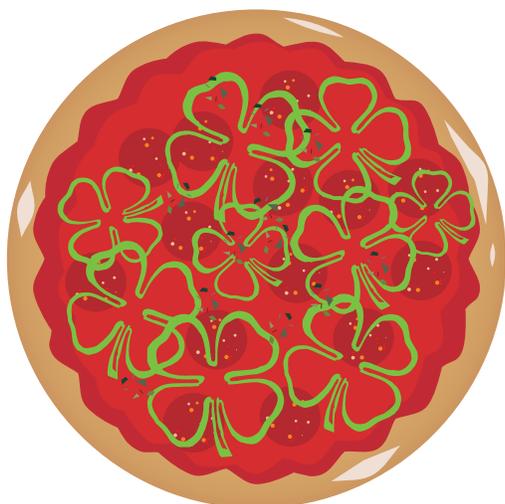
Objectives

Participants will:

- Develop written and visual messages to promote the essential elements and their positive impact.
- Identify strategies to intentionally incorporate the essential elements into program delivery methods.
- Develop a personal plan for utilizing strategies to incorporate essential elements.

Materials Needed

- Markers
- Paper and business-sized envelopes, one for each person
- Masking tape
- Sticky notes in various shapes, colors, and sizes. (Anything that would resemble toppings for pizza would add to the theme of the activity.)
- Props such as a chef's hat or apron
- Pizza slice handouts with delivery methods written on them (e.g. club, camp, afterschool, livestock, etc.) Use delivery methods that are specifically relevant to the group you are teaching. Make up slices so that each small group will have from one to four delivery methods to focus on.
- A piece of flip chart paper with a pizza drawn on it, labeled with the delivery methods being examined.



Activities

Pizza, Pizza, Pizza!

Pizza Supreme

Activity 1: Pizza, Pizza, Pizza!

Do the activity

1. Divide participants into groups of 3 to 5.
2. Ask each group to develop a media message about the essential elements of positive youth development. It could take the form of a bumper sticker, radio Public Service Announcement, TV commercial, newspaper headline, billboard, etc. The goal is to create a message that promotes using the essential elements and show how it enhances positive youth development, or how it is valued in 4-H programming.

Share

- Have each small group share what they developed with the entire group. What was the process used to arrive at their product?

Process

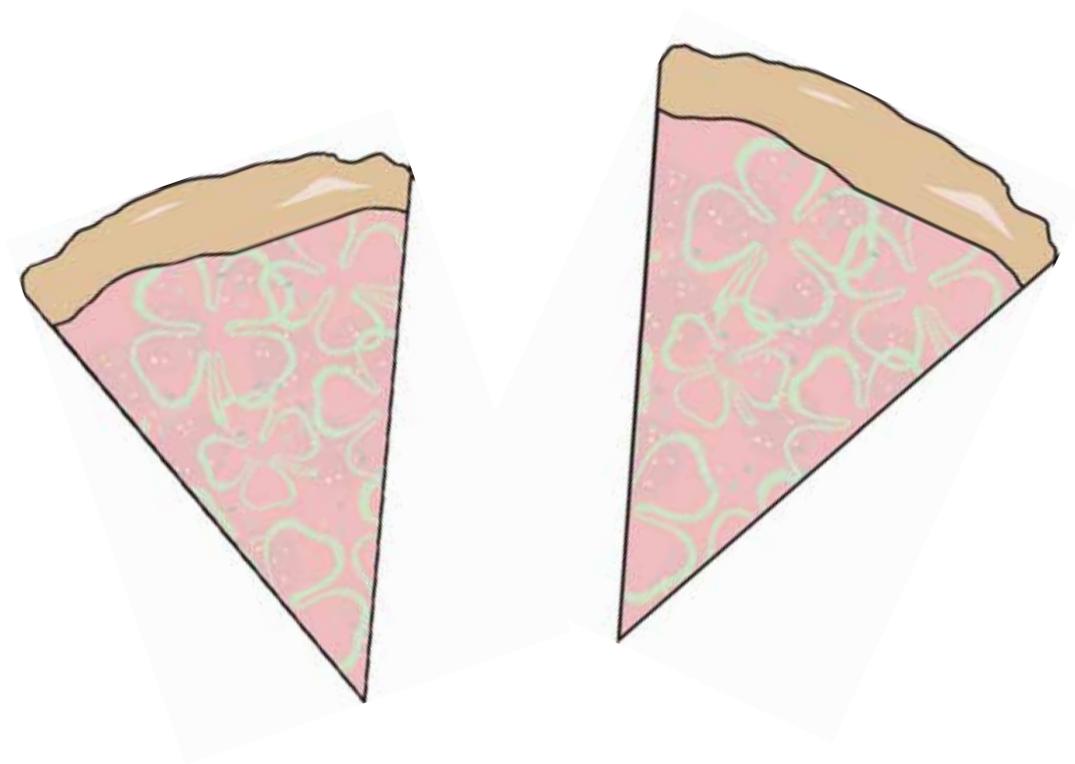
- How did you use this activity to describe the essential elements? How did you use this activity to identify the benefits to youth?

Generalize

- What does this mean for all youth programs?

Apply

- How can you use this information to integrate or expand the essential elements into your 4-H program?





Activity 2: Pizza Supreme

Do the Activity

Putting It all Together and Applying It to My Program (Review, Apply, and Celebrate)

1. Draw a large pizza on flip chart paper.
2. List a specific delivery method on each slice.
3. Ask participants to write specific strategies on sticky notes about how to apply the essential elements within the different delivery modes.
4. You can do this as a large group or divide participants into small groups. Each small group could work on one or more delivery strategies. Emphasize that they need to include examples for all eight of the essential elements.

Share

1. Ask the groups to share strategies that they identified by taking their sticky notes, explaining what is written on it, and placing it on the corresponding strategy on the large pizza on the flip chart.

Process

1. Ask the groups to share strategies that were similar across delivery methods.
2. Were some delivery methods more difficult to think of in terms of the elements?
3. What strategies were unique to certain delivery methods?
4. Were some elements more difficult or easier to incorporate?

Generalize

1. What does the incorporation of the essential elements mean for all youth programs?

Apply

1. Ask participants to write a personal action plan to answer the following questions:
 - How will you incorporate the essential

elements into your 4-H program (county, state or group)?

- What are your goals for implementation? Include specific strategies.
 - How will you get others involved?
 - What is your timeline?
2. Have participants place their plan in an unsealed envelope addressed to themselves.
 3. Collect the action plans.

Wrap Up Discussion

- Show or review (if not shared during individual element sessions) examples of the program assessment tools available for use (target evaluation and retrospective evaluation).
- Identify the experiential learning components and active learning strategies that were used during the training.
- Pinpoint the variety of methods used to debrief and reflect used in the training.

Session Evaluation: Pizza De-brief

- Have participants identify specific activities, reflection strategies, and other components of the training that they particularly enjoyed and plan to use.
- Ask them to identify concepts and information they learned about the essential elements during the training.
- Have participants share one or two of the items in their personal action plan.

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

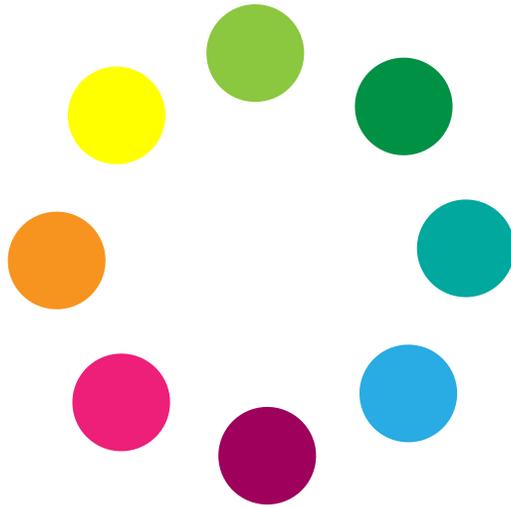


SESSION 10—EVALUATION—PIZZA SUPREME!
 PUTTING IT ALL TOGETHER & APPLYING IT TO MY PROGRAM

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
SD	D	N	A	SA	I can share the key concepts of the Essential Elements with others.	SD	D	N	A	SA
SD	D	N	A	SA	I can evaluate programs for inclusion of the Essential Elements.	SD	D	N	A	SA
SD	D	N	A	SA	I can adapt programs/ activities to include the Essential Elements.	SD	D	N	A	SA
SD	D	N	A	SA	I will be mindful of the Essential Elements when planning programs and activities.	SD	D	N	A	SA



Curriculum Appendix

- A. Ice Breakers
- B. Essential Elements Program Checklist
- C. Ages and Stages
- D. Certificate of Recognition



ICE BREAKERS

Catch Me If You Can

Participants should be divided into pairs. All players separate into two lines (facing each other), shoulder to shoulder, with partners across from each other. Partners should introduce themselves to one another and spend 30 seconds looking at the partner while taking in details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15 to 20 seconds to change something about their appearance (e.g., moving watch to opposite arm, unbuttoning a button, rolling cuffs onto pants, etc.). The change must be discreet, but visible to the partner. The players again turn to face each other and have 30 seconds to discover the changes that have taken place.

Clever Catch

Use beach balls to pose interesting get-to-know-you questions. Write one question on each colored section of the ball using a permanent marker. (Allow adequate drying time.) Choose questions that are appropriate to the age/experience or learning outcomes of the group. Assemble participants in a circle and have them bounce or toss the ball to each other. The player who gets the recipient of the ball must answer the question posed on the section of the beach ball under his/her dominant (writing) hand. To keep all participants involved, use additional beach balls and groupings when group size exceeds 12 players. Sample get-to-know-you questions include:

- If you were a candy, what would you be?
- What's the best part of your career?
- Tell us about your favorite vacation.
- The meal in your family that makes mouths water is...
- What's your least favorite household chore?
- Which cartoon/comic strip character is most like you?
- Inside or outside? Tell us why.
- If your life were a magazine, what would it be titled?
- Tell us something interesting about your name.
- If you could attend one huge event, what would it be and why?
- Tell us about your favorite shoes.

Knee to Knee

Divide the participants into two groups. If you have chairs, set them up in two rows facing each other. If the group needs a little more activity, have them form two circles, one smaller one inside the other, and have them face each other. Ask participants to introduce themselves to the person they are facing and answer one question provided by the group leader. After all participants have shared their responses with their partners, have them move one seat to the left, if sitting. If at the end of the seated row, he/she would move across to the other row. If standing, the people in the outer circle move one space left to find a new partner. The leader asks another (or the same) question. Participants respond to each other. Repeat as many times as desired. Questions can be specific to what you are trying to accomplish with the group, as an introduction to what you are about to cover, or as a way to reflect on the topic that was just discussed.

Possible Questions

- Who was your favorite neighbor when you were a child? Why?
- If you could start a club or organization for young people, what kind of organization would you start?
- When you were a youth, which adult did you most want to be like? Why?
- What do you think is one of the most important things that congregations, schools, and neighborhoods offer young people?
- Who expected the most of you when you were in school? Did the expectations motivate you or frustrate you?
- What rule do you think is most important for families to have? Why?
- Where did you do homework? Why?
- What do you love to learn about?
- Which culture besides your own are you most interested in? Why?
- What is something that gives your life a sense of meaning and purpose?



Comic Strip Chaos

Each participant chooses (at random) a comic frame from a large container. After everyone has chosen one frame, the participants begin to search for others from the same comic strip sequence. After participants have found everyone who has a frame from the same sequence, they must arrange themselves in order to form the comic strip correctly. This ice-breaker is a great way to divide a large group into smaller groups.

Do You Know Your Neighbors?

Assemble all participants in a circle. The leader begins in the middle of the circle and says to one participant, “_____ (name), do you know your neighbor?” If the individual questioned knows the names of his/her neighbors, s/he can say, “Yes, I know my neighbors _____ and _____, but I really know people who _____ (have a dog, were born in the 70s, volunteer for 4-H, etc.)” All group members who meet the characteristic stated must cross the circle and find a new location vacated by another group member who also had to relocate. The person left without a spot becomes the leader. If the individual questioned does not know his/her neighbors’ names, s/he says, “No, I do not know my neighbors.” The neighbors swap spots and state their names, while the individual questioned becomes the new leader.

Hometown

Post a large outline of your state or county on the wall. Be sure to leave a wide margin around the outer edge for those born outside the mapped area. Have participants put their hometowns and first names on the map. Then, ask participants to share something special about their hometowns.

Human Knot

Form groups of about 10 people each. Have the people in each group stand shoulder to shoulder, facing each other in a circle. Instruct everyone to lift their left hand and reach across to take the hand

of someone standing across the circle. Next, have everyone lift their right hand and reach across to take the hand of another person standing in the circle. Make sure no one is holding hands with someone standing directly beside him/her. To play, groups must communicate and figure out how to untangle the knot without letting go of any hands. This ice-breaker can be played competitively with other groups to see which group can un-knot themselves more quickly. These debriefing questions will help illustrate the importance of teamwork skills:

- How well did your group work together?
- What strategies did your group adopt?
- How did it feel at the start? In the middle? At the end?
- What would you do differently the next time to un-knot your group more quickly?

Landscape Introductions

This ice breaker can be done all at once or in sections. Each participant will need a large sheet of white paper (12” x 18” recommended) and markers or other drawing utensils. The participants will be creating a landscape consisting of three mountains, four clouds, and a river. On each mountain, participants will write or show an important goal they set and have already reached in their life. On each cloud, participants will write or show one dream they have for themselves in the future. In the river, participants will write or show the assets and values that “flow” throughout their lives. Participants share their posters within small groups or with the large group.

Make a Date

Each participant is given a paper plate on which to draw a clock face. Then, each participant finds a member of the group with whom they are not familiar to “make a date” for a given hour. If desired, all 12 hours may be used or only assigned hours such as 3, 6, 9 and 12 o’clock. Once a date is scheduled, both participants write the name of the other participant on their clock. No one can make



more than one date per hour. After all dates have been scheduled, call out one of the assigned hours and have participants reconnect with their assigned date for that hour to work through a discussion or present a get-to-know-you question such as “What item from your home would you save first in case of a fire?” or “What’s your favorite way to spend a weekend afternoon?” This ice-breaker lends itself to repeated use for “pair and share” discussions.

Shoe Game

Ask all participants to remove and tie their own shoes together (for easy retrieval). Place all shoe pairs in the center of a circle of participants. Have one volunteer locate someone else’s shoes and make a positive statement about the owner of the shoes. (“The owner of these shoes must be very thrifty and economical to wear shoes in this condition,” or “These shoes belong to someone who has great balance!”) The owner of the shoes claims his/her shoes, introduces him/herself and picks out the next pair of shoes to introduce. The game continues until all shoes have been returned to their rightful owners.

String Game

Participants select a pre-cut length of string from the group facilitator. Each member holds the string between his her thumb and forefinger. For each “wrap” of the string around the finger, participants must share one thing about themselves.

The Big Wind Blows

Arrange chairs in a large circle, one for each participant. One chair is in the center for the “Big Wind”. This person identifies a characteristic that is true about him/herself and then all players who share the same characteristic must find a new seat. The “Big Wind” raises both arms (to show the wind’s powerful movement capacity) and says the following (howling wind voice optional), “The Big Wind blows everyone who...” The sentence must be true for the Big Wind, such as “The Big Wind blows everyone who has traveled abroad.” At this time, players who share this characteristic, including the Big Wind, find a new seat. The person left without a seat becomes the “Big Wind” for the next round.





My Checklist

MY CHECKLIST

Use this Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your 4-H program activities.

How am I doing as the caring adult?

<i>Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
1. Do I encourage all of our members?			
2. Do I treat each member as a worthwhile human being and member?			
3. Do I expect members to treat each other with respect?			
4. Do I know the name everyone prefers to go by and how to pronounce or spell it correctly?			
5. Do I give members my full attention when they talk to me?			
6. Are all members treated equally and fairly?			
7. Do we set reasonable guidelines and insist that members follow them?			
8. Do members have a say in the things we do?			
9. Do I think positive thoughts about every member and encourage achievement from each of them?			
10. Do I share club, county, and state contests, camp, workshop, and award opportunities with all the 4-H members?			

Does our group have an “inclusive” environment?

<i>Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
1. Do we use “ice breakers” at the beginning of activities or meetings to get everyone involved?			
2. Do we recognize members for a variety of things or just for events involving competition?			
3. Do we encourage group identity with hats, t-shirts, jackets, etc.?			
4. Do we have a plan to include new faces right away so they feel involved? (perhaps asking them to lead pledges, pass out papers, etc.)			
5. Do we seek diversity in our group?			
6. Do we encourage creative thinking from our members and show appreciation for their ideas?			
7. Do members get positive feedback from advisors and members regularly?			
8. Do we make time for adults and youth to become better acquainted?			
9. Do all of our members feel that their opinions are valued?			
10. Do we discourage new ideas with comments like, “That will never work”, “We tried that once,” etc.?			



Is our group an emotionally and physically safe place for all of our members?

Checklist

Almost Always Sometimes Hardly Ever

1. Does the group have clear and consistent rules and expectations for positive behavior?			
2. Are the rules communicated annually?			
3. Do advisors and members watch for hazards and eliminate them as they surface?			
4. Are there reasonable methods for dealing with misbehavior?			
5. Do we allow offensive language and gestures at meetings and functions?			
6. Do we encourage members to reflect upon what is to happen when we are at group functions?			
7. Are all of the adults working with our group familiar with the youth protection policy?			
8. Do adults and youth periodically discuss ways to improve the group environment?			
9. Are members closely supervised so that they feel physically and emotionally "safe" at all times?			
10. Are conflicts handled as they arise?			

Members in our group want to grow; therefore we seek learning opportunities.

Checklist

Almost Always Sometimes Hardly Ever

1. Do youth have a sense of ownership of the group?			
2. Is the group program planned with a challenge in mind?			
3. Do members experience challenges, fantasy, curiosity, and control as part of our program?			
4. Can youth participate in our group and pursue their own interests?			
5. Do we take the time to relate what is learned to real -life experiences wherever possible?			
6. Do we work at connecting our program with youth issues and concerns?			
7. Do we allow youth to experience control of our activities?			
8. Do group expectations allow youth to make choices regarding level of involvement?			
9. Do the members design and participate in real projects that make a difference in the lives of others?			
10. Does our program appeal to the needs and interests of the youth involved?			



How are we doing at providing opportunities for mastery of skills?

Checklist

Almost Always Sometimes Hardly Ever

<i>Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
1. Do we encourage everyone to do a demonstration or talk?			
2. Do we encourage members to set realistic yet lofty goals?			
3. Do we encourage members to help each other with project work and share their expertise?			
4. Do we make step-by-step plans so members can see successes?			
5. Do we celebrate successes along the way?			
6. Do we encourage members to reflect upon the successes?			
7. Do we periodically evaluate the plan, reviewing the setbacks and adjusting for success to be possible?			
8. Do we provide training/support for members when we expect them to do something, thereby increasing the odds of success?			
9. Do we provide opportunities for members to teach what they have learned?			
10. Are there opportunities for hands-on learning and for practicing new skills?			

Do our members feel that they are active participants in the future?

Checklist

Almost Always Sometimes Hardly Ever

<i>Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
1. Do members feel qualified to take an active role in future events?			
2. Do members know how to set a goal and develop a plan to carry it out?			
3. Do adults give the members the power to set future goals for the group?			
4. Would our members someday consider taking a leadership role as adults?			
5. Do members have opportunities to hear from former members who have experienced success?			
6. Is positive thinking both practiced and encouraged in our group?			
7. Does our group offer members a chance to become active citizens by demonstrating the democratic process?			
8. Do we provide both inspiration and motivation for youth to strive toward their goals?			
9. Do members have a strong sense of the value of education and training in self-determination?			
10. Are our members growing in their understanding of personal, marriage, and family roles in our society?			



Does our group allow members the opportunity for self-determination?

Checklist

Almost Always Sometimes Hardly Ever

<i>Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
1. Do members set group goals and determine its direction?			
2. Is our group environment flexible as unexpected things arise?			
3. Are members given the opportunity to plan, implement, and evaluate programs and projects?			
4. Do we encourage the group and members to do new things?			
5. Are the members involved in making rules and setting policies?			
6. Are members recognized for trying new things that challenge their abilities?			
7. Do one or two people control the direction of the group?			
8. Are members free to choose their level of involvement?			
9. Do youth believe that they have influence over the important decisions of the group?			
10. Are members allowed to solve problems for themselves and the group with minimal advice?			

Do we value and practice service to others?

Checklist

Almost Always Sometimes Hardly Ever

<i>Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
1. Do members help select the service project themselves?			
2. Are members involved in planning service projects?			
3. Does our group get involved in a variety of types of service?			
4. Do members understand the relationship between community need and service?			
5. Do members seek creative ideas to address community needs?			
6. Do members demonstrate respect and concern for the needs of others?			
7. Do adults in the group demonstrate respect, concern, and sensitivity to the needs of members and other adults?			
8. Are the service projects we do appropriate for the age of the group?			
9. Do members get genuinely involved in the service projects?			
10. Does the group look for ways to help the community?			

Checklist created by Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension - Wyandot County. Adapted from Kirk Astroth's "Critical Elements and Practices for 4 H". Peer-reviewed by Ohio V-8 Task Force.

For additional information on incorporating the essential elements into specific youth development programs, e.g., camping, afterschool programs, shooting sports, livestock, go to: www.4-h.org/resources/essentialelements



AGES AND STAGES
CHARACTERISTICS OF YOUTH

Grades K-3

CHARACTERISTICS	IMPLICATIONS FOR PROGRAMMING
<p>Physical</p> <p>Growing slowly, just learning to master physical skills. Can control large muscles better than small muscles.</p>	<p>Projects and meal times are messy. Activities that encourage use of large muscles, such as running, playing games, etc. are good.</p>
<p>Social</p> <p>Learning how to be friends; may have many friends. Fighting occurs but doesn't last long. Towards the end of the phase, boys and girls separate.</p>	<p>Small group activities let this group practice their social skills, but still allow for individual attention. Role-playing helps children gain empathy. Encourage children to participate in mixed-gender activities.</p>
<p>Emotional</p> <p>Are self centered. Seek approval from adults, and go out of their way to avoid punishment. Are sensitive to criticism; don't like to fail.</p>	<p>Be positive! Plan activities where everyone can experience some success. Foster cooperation, not competition.</p>
<p>Intellectual</p> <p>Are concrete thinkers – base thinking in reality. Can't multi-task well. Are more interested in doing things than getting a good result at the end.</p>	<p>Plan lots of activities that take a short time to finish. Focus on the process rather than the final product. Allow for exploration and inquiry.</p>



AGES AND STAGES
CHARACTERISTICS OF YOUTH

Grades 4-6

CHARACTERISTICS	IMPLICATIONS FOR PROGRAMMING
<p>Physical</p> <p>Growth continues at a steady rate. Small muscles have developed so they can do activities such as hammering, sawing, playing musical instruments, etc. By the end of this periods, they may be as coordinated as an adult, although lapses of awkwardness are common.</p>	<p>Provide for lots of physical involvement. Use hands-on activities that allow youth to make and do things.</p>
<p>Social</p> <p>Peer influence grows. To be accepted by peer group is reward. Peer group can become a club, gang or secret society. Prejudice can develop during this period. Independence from adults is increasing. Discusses and evaluates others, develops a concept of “fair” or “unfair” as relates to others.</p>	<p>Provide activities through clubs and group activities. Use activities that allow the youth to make decisions about what they make, do and use. Group youth in same sex groups when possible.</p>
<p>Emotional</p> <p>Growing independence. Beginning of disobedience, back-talk and rebelliousness. Common fears are the unknown, failure, death, family problems and non-acceptance. Concept of right and wrong continues to develop Sense of humor develops. Concept of self is enhanced by feelings of competence. Strong attachment to their own sex and show antagonism towards opposite sex.</p>	<p>Don't compare youth to one another. Emphasize progress and achievement.</p>
<p>Intellectual</p> <p>Reading becomes an individual experience. Abstract thought is possible and plans can extend over several weeks. Activities can be evaluated with insight. Attention span increases. Ability to understand “Why?”</p>	<p>Use simple, short instructions. Include real-life objects when teaching and involve their senses when possible.</p>



AGES AND STAGES
CHARACTERISTICS OF YOUTH

Grades 7-9

CHARACTERISTICS	IMPLICATIONS FOR PROGRAMMING
<p>Physical</p> <p>Often have a growth spurt that can cause clumsiness until coordination catches up with the growth. Most girls are more developed than boys. Distinguishing physical features such as large feet, ears, or nose may be a source of worry. Increase in appetite.</p>	<p>Avoid activities that cause youth to compare their physical characteristics to others. Offer projects that require more coordination.</p>
<p>Social</p> <p>Participation in youth organizations may decline. A feeling of dependence on the rules and regulations specified by adults continues, even though they may protest. Peer group pressure increases. Crushes are common. Interest in the opposite sex is often shown in contrary behavior...pushing, hair pulling, etc.</p>	<p>Provide some activities that include both sexes, but still offer same sex activities. Provide opportunities for the group to determine the rules.</p>
<p>Emotional</p> <p>Worry and/or shame associated with body development. A strong emotional attachment to an older youth or an adult may be evident. Keen interest in their own bodies especially sex and sex processes.</p>	<p>Provide lots of opportunities to succeed. Avoid comparing performance with others. Provide opportunities to work with other youth and adults.</p>
<p>Intellectual</p> <p>Growing capacity to reason and think abstractly, although manipulation of concrete objects is often enjoyed. Ability to persist until desired result is achieved. Avoid tasks beyond their ability. Can take more responsibility in planning and evaluating their work. Vocabulary may be equal to an adult; however, reading interests are different.</p> <p>Projects and meal times are messy. Activities that encourage use of large muscles, such as running, playing games, etc. are good</p>	<p>Use simple, short instructions. Include real-life objects when teaching and involve their senses when possible.</p>



AGES AND STAGES
CHARACTERISTICS OF YOUTH

High School

CHARACTERISTICS	IMPLICATIONS FOR PROGRAMMING
<p>Physical</p> <p>Physical changes are usually accepted, but boys may still be growing quickly. Most females reach maximum height by age 14 and most males by age 16.</p>	<p>Be willing to answer questions about physical changes. Avoid comments that criticize or compare body shapes/sizes.</p>
<p>Social</p> <p>Self –centered, but capable of feeling empathy. Are able to maintain relationships with many diverse people. Acceptance by members of the opposite sex is important. Want to belong to clubs yet be recognized as unique within those organizations. Spend more time working and going to school, less time in club and group activities.</p>	<p>Let teens plan their own programs. Establish a climate that is conducive to peer support. Emphasize personal development whenever possible.</p>
<p>Emotional</p> <p>Searching for their identity, they usually find it around age 16. Want to be autonomous from parents. May have trouble with compromise and may have unsettled emotions. Strive to earn responsibility and the respect of others.</p>	<p>Let teens assume responsibility. Expect them to follow through. Help them explore their identity, values and beliefs. Help them develop individual skills. Encourage them to work with other teens and adults.</p>
<p>Intellectual</p> <p>Gain cognitive and study skills. Are mastering abstract thinking. Emphasis is on exploring and preparing for future career and roles. Like to set their own goals based on their own needs. May reject goals imposed by others.</p>	<p>Give them real-life problems to figure out. Let them make decisions and evaluate the outcomes. Encourage service learning. Plan field trips to businesses and colleges.</p>

Ages and Stages charts developed for the Teens as Volunteer Leaders 4-H Afterschool Guide and used with permission by National 4-H Council.



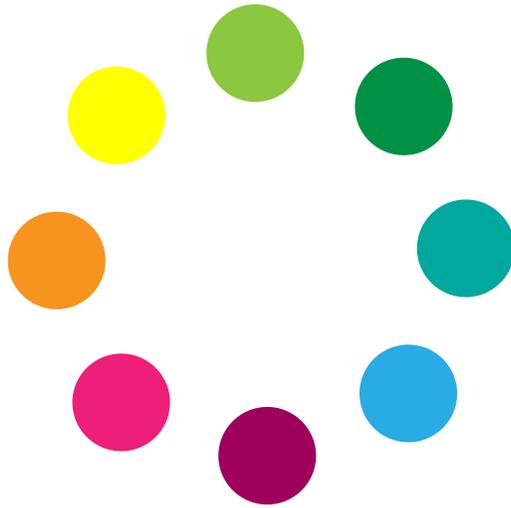
CERTIFICATE OF COMPLETION
AWARDED TO

This certifies completion of 8 hours of training in the Essential Elements
of 4-H Youth Development Programs.

Essential Elements Instructor

Essential Elements Instructor

Date _____



Web Appendices

- A. Essential Elements Research
- B. Ecological Model of Youth Development
- C. Application of Essential Elements to Program Delivery
McCubbin and Patterson’s Research on “Stress Pile Ups”
- D. Lesson on teaching Multiple Intelligences and Learning Styles
- E. Identity Formation
- F. Development in Childhood & Adolescence
- G. PRKC – Professional Research Knowledge
Competencies in Essential Elements Curriculum

ESSENTIAL ELEMENTS RESEARCH BACKGROUND



A grove of trees, a field of wheat, or a flowerbed near a beloved home are settings where plants require critical elements to grow and to flourish. For plants, those elements include water, sunshine, enough space to establish strong roots, and freedom from bugs or damaging hail. There are also essential elements for the healthy development of youth.

Needs of Youth

Similarly to other living things, youth need nourishing, supportive, and protective environments where they can grow to be healthy and contributing adults. Each young person needs to:

- know they are cared about by others: that they **Belong**
- feel and believe they are capable and successful: that they have **Mastery**
- know they are able to influence people and events: that they have **Independence**
- practice helping others: that they can demonstrate **Generosity**

While many youth struggle in social environments (e.g., home, school, clubs, teams, community) that lack the necessary elements for growth, most youth grow up in environments rich in the essential elements that support healthy development.

Adults, such as teachers, coaches, leaders, mentors, and parents, are the primary “caretakers” of those environments. Those same adults must be intentional and skilled about enriching settings with elements that lead to positive youth development.

Positive Environments Lead to Positive Development

If youth programs and opportunities are offered in environments planned intentionally to be positive, youth will be more likely to stay involved in those programs. As youth stay in those programs they will pick up the positive qualities that prepare them to be successful adults.

Some experts call those positive elements “protective factors”, that promote healthy behavior and decrease risky behavior. “Protective factors” is a phrase used by public health programs, prevention services (<http://depts.washington.edu/sdrg>), and the White House (Helping America’s Youth initiative, www.helpingamericasyouth.gov).

Other experts identify elements contributing to positive youth development as “features of positive development settings.” In 2002 a panel of human development experts conducted a thorough review of high quality, relevant research on community programs that promote positive youth development. The expert panel determined that young people develop attributes and positive characteristics in settings that have positive social atmospheres or environments. Since the release of the panel’s report by the National Research Council and Institute of Medicine, the youth development field now acknowledges that the features of positive development settings include:

1. Physical and psychological safety and security.
2. Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as one matures and gains more expertise
3. Emotional and moral support
4. Opportunities for adolescents to experience supportive adult relationships
5. Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors
6. Opportunities to feel a sense of belonging and being valued
7. Opportunities to develop positive social values and norms
8. Opportunities for skill building and mastery
9. Opportunities to develop confidence in one’s



abilities to master one's environment (a sense of personal efficacy)

10. Opportunities to make a contribution to one's community and to develop a sense of mattering
11. Strong links between families, schools, and broader community resources.

Youth programs with more features are likely to provide better supports and result in more positive outcomes for young people's development (Eccles and Gootman, 2002 pgs. 7-8)

Experts agree that parents, service providers, community members and decision makers need to provide opportunities for young people in environments intentionally filled with these positive features.

Prior to the 2002 Eccles and Gootman report, a number of 4-H youth development experts had already determined that positive youth development was directly related to the quality of the setting and atmosphere of youth programs. Those youth development pioneers called the environmental qualities the 4-H Essential Elements (Kress, 2004).

4-H Intentionally Creates Positive Environments for Positive Youth Development

4-H, one of the best known and most effective youth development systems, intentionally creates opportunities and provides environments rich with essential elements of positive youth development. In 1998, the National 4-H Impact Design Implementation Team formed a task force to study characteristics of effective programs for positive youth development. The team identified early studies (Konopka, G., 1973; Pittman, K., 1991) that revealed eight critical elements that must be present for positive and effective experiences and opportunities benefiting youth. Those critical elements are now known as the Eight Essential Elements:

1. A positive relationship with a caring adult.
2. A safe emotional and physical environment
3. An inclusive environment
4. Engagement in learning
5. Opportunity for mastery
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service for others

The eight essential elements are standards for the effective practice of youth development work. These elements are also a framework to design and measure the effectiveness of the program environments and opportunities offered. Though originating with 4-H, these

elements have been found to be equally useful for designing and assessing programs in out-of-school youth development programs conducted by other organizations and agencies (Huebner & McFarland, 2000).

The opportunities and programs of 4-H that are intentionally designed and thoughtfully implemented with the eight Essential Elements meet the needs of young people and build positive attributes of Competence, Confidence, Connection, Character and Caring, commonly known as the "5 Cs" (Lerner, 2007). Lerner later added a 6th C, for Contribution, which is a culmination of the first 5.

All 4-H experiences may not include all eight elements. However, program leaders should try to incorporate as many of the elements as possible.



The Eight Essential Elements Of Positive Youth Development Settings

1) Positive relationship with a caring adult

A caring adult acts as an advisor, guide, and mentor. The adult helps set boundaries and expectations for young people. The caring adult could be called supporter, friend, and advocate.

This Element is present when:

- Adults address youth members by first names.
- Adults know the interests of youth members.
- Adults pay attention to the activities of individual youth members outside the meetings, events, and activities of the organization.

Ways to support the Element:

- Train adult leaders in listening skills.
- Use name tags to help everyone be on a first-name basis.
- Structure group activities so that both youth and adults have time to learn about one another.
- Encourage adults to interact with youth, not merely act as chaperones or supervisors.

About the Element

When considering youth who participate in 4-H programs, the affirming relationships that most encounter is often taken for granted. Many youth have parents that are involved as dedicated volunteers. However, the picture may be quite grim for others who lack nurturing relationships because the adults that are present in their lives can't or won't take the time to show compassion when needed. This essential element (caring adult) sets the mantra for all criteria that promote positive youth development. If a supportive adult is not present, organizations (e.g., 4-H, Scouts, youth centers) may not be able to successfully influence the growth and development of today's youth.

Positive relationships institute feelings of belonging by presenting youth with the reality that they are cared about and accepted by others. This can be achieved through youth engaging in mentoring relationships with adults that exist within successful matches created by Big Brothers Big Sisters.

This is also apparent within community-based youth adult partnerships where youth have the opportunity to serve as leaders while being guided by the support of adults. Connections with adults also help youth develop supportive relationships that can last for a lifetime. For example, meaningful relationships with adults not only teach them how to be accepting and work with those within intergenerational groups, but these same behaviors can aid youth in strengthening more intimate relationships with family members and peers.

Positive relationships with caring adults can be found in many program settings, from youth campgrounds and classrooms; to local youth centers and libraries. Adults serve as volunteers, teachers, and parents as well as advisors, coaches, and mentors who foster relationships with young people (e.g., by showing interest, listening) all equally important in each delivery mode of the 4-H experience. Adults serve as facilitators in clubs, special interest and project groups, school enrichment, and camping programs. As youth-serving organizations continue to embark upon new levels of preparing youth, adult involvement will remain the core of its success.

"I don't care how much you know until I know how much you care.

—Source Unknown

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2) A safe emotional and physical environment

Youth should not fear physical or emotional harm while participating in the 4-H experience, whether from the learning environment itself, or from adults, other participants, or spectators.

This Element is present when:

- Youth groups do not tolerate bullying, cliques, or put-downs.
- Adult leaders and volunteers are screened before they begin working with youth groups and are continually trained in safety and child protection.
- Adults plan safety aspects into all meetings, camps, events, and trips.

Ways to support the Element:

- Train adults to be consistent in how they deal with misbehavior.
- Make sure all leaders— adults as well as youth —are trained in risk management.
- Actively engage youth in planning, implementing, and evaluating programs.
- Survey youth about ways to improve the group's environment.

About the Element

How effectively can a program serve youth if a sense of physical and emotional safety is a missing component? The likelihood of engaging youth who are not comfortable with their surroundings is very slim. Likewise, adult volunteers may also be averse to participating in programs where they are not equipped to handle certain situations or emergencies. Hence, this remains the reason for establishing important programs that perpetuate youth development within a safe environment.

All young people and adult volunteers deserve to have a safe and secure place in order to reach desirable developmental outcomes. They should not have to forgo participation in programs, projects, or activities due to fear or feelings of not being safe in specific environments. Youth can

play a role in helping to identify safe locations, for they are quite astute regarding what areas within the community pose negative factors, and what programs, settings, and comfort levels are most appealing to their peers. They can help to search for agencies that serve as official “safe places,” such as a local Boys and Girls Club or any public place where young people feel as though nothing is present that will jeopardize their safety.

Depending on the delivery mode for 4-H programs; ensuring a safe environment can take different forms. Within clubs, for camp programs, and with other situations involving direct youth contact, background checks are required to qualify adult volunteers to serve in specific roles. Teachers and volunteers are also screened whenever special interest and school enrichment projects are organized and implemented. But it is also important to remember that physical space should be evaluated to guarantee safe participation.

“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

--Nelson Mandela

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3) An inclusive environment

An inclusive environment allows a sense of belonging to develop, supports members, and offers encouragement with positive and specific feedback. Healthy groups celebrate the success of all members taking pride in the collective efforts of all.

This Element is present when:

- Youth members encourage each other during fair judging, at sports events, and through academic challenges.
- Members feel they belong to a specific club or group while knowing that they also belong to larger state and national organizations and efforts.
- Signs, banners, t-shirts and recognitions bearing the club's symbol.
- All members feel free to invite friends and welcome new members to events throughout the program year.

Ways to support the Element:

- Use buttons, t-shirts, hats, or other symbols to signify group membership.
- Actively seek out others to diversify membership in your group.
- Provide many forms of recognition, not just to those who excel in competition with other youth.
- Involve everyone right from the beginning through ice-breaker and get-acquainted activities.

About the Element

Today's youth are no different from those of years gone by, for they, too, often deal with negative factors in their lives. However, 4-H programs should serve as an oasis youth can envision as a place of comfort. Youth need to develop connections with others, and 4-H offers a chance to form interpersonal relationships with a broad array of diverse individuals. This concept of inclusion within groups tends to promote a sense of belonging which encourages and supports development. However, this cannot occur if youth feel as if they are outsiders and are not welcomed by peers. Adults must also be mindful of whether they are sending a message to youth that their

presence is not well-received. From the music to the new styles of fashion, many adults are overwhelmed by today's youth culture. Therefore, when implementing programs, 4-H staff should consider the comfort level of adults for working with youth from various backgrounds. All delivery modes should serve as an inclusive environment by providing opportunities of interest for youth from a variety of backgrounds.

The assurance of an inclusive environment can be achieved in all 4-H delivery modes. Key points to consider include continuously encouraging diversity among club membership and determining whether all youth are readily embraced within programs. In order to promote an even more inviting atmosphere, youth should be given the sense that they have ownership in the program or project. This can be accomplished by giving them meaningful roles, such as planning and implementing efforts that will benefit their peers. Another way to support this essential element is to offer youth a chance to develop clear and concise rules for participation and behavior, and to follow up regularly to discuss ways to improve. Whether within a faith-based afterschool program or a sports camp, volunteers must be skilled in helping young people feel at home within any organization.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

—Maya Angelou

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4) Engagement in learning

A youth engaged in learning is one who is mindful of the subject area, building relationships in order to develop greater understanding. Through self-reflection, youth have the ability to self-connect and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity for creativity.

This Element is present when:

- Members of various ages, backgrounds, and abilities are working together on community service projects.
- Members work together, plan activities, and clearly enjoy being together and being involved.
- Watch members grow and mature as they plan and lead organizational activities and events.
- Members, by choice, become leaders of the group.

Ways to support the Element:

- Provide opportunities where youth are intellectually stimulated and challenged.
- Help youth design real projects that make a difference to others.
- Create experiences with youth that relate to real-life situations.

Although most young people gain learning experiences through school or forms of work, many lack the exposure to additional opportunities that will help master skills relevant to being competitive in today's world. In addition to exploring a variety of personal interests, youth must also develop competencies through educational experiences that prepare them socially and physically as well as academically.

Youth fully engaged in learning have high levels of self-motivation and the capacity to explore their creativity. This is quite evident within those programs that stress the arts, as well as those promoting athletics. There is also the ability to master subject areas (as we see in more academic settings such as school or tutoring programs). All delivery modes should capitalize on the relevance associated with youth being engaged in learning. Participation in hands-on activities is pertinent to self-directed learning, but

youth can also benefit from positive dynamics created through group interaction. There should also be consistent evaluation methods in place to assess what is being learned. This strategy should determine whether youth have leadership roles in the program as well as opportunities to share and reflect on what they have learned. A critical part of the learning process is to afford a chance to learn in different ways and then examine the new ideas generated by the youth in response to the new knowledge. In essence, there should be opportunities for youth to experience what they have learned by performing these practical skills competently. These may include public speaking serving as a youth representative on a camp planning committee judging a 4-H event, or serving on a local community board or task force.

Most youth service providers would agree that engaging youth to the point where they are passionate about learning can be a complex endeavor. Many after-school and summer programs are frequently met with resistance from young people who have been in school all day or want to spend their summers elsewhere. However, taking proactive measures to make youth feel vested in a program can serve as a helpful technique. Youth should be engaging in all levels of a program in order to better understand the purpose and benefit to their experiences. Recruiting youth to help with the planning, implementation and evaluation stages will also allow them to develop their own goals and ultimately stimulate other interests relating to real-life situations.

**“Live as if you were to die tomorrow.
Learn as if you were to live forever.”
—Mahatma Gandhi**

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5) Opportunity for mastery

Mastery is the building of knowledge, skills and attitudes and then demonstrating the competent use of the knowledge and skills in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the youth. The development of mastery is a process that takes place over time.

This Element is present when:

- Members grow in projects that capture their interest.
- Youth eventually assist or mentor others in the same interest area or skill.
- Youth demonstrate what they have learned and the skills they have developed.

Ways to support the Element:

- Work with youth to help them establish realistic, challenging, and achievable goals.
- Provide opportunities for youth to practice and demonstrate skills to others.
- Allow time for youth to reflect on successes, setbacks, growth, and pride.
- Plan developmentally appropriate activities and accommodate diverse learning styles.
- Ensure that all programs have a progression of difficulty and challenge.
- Provide numerous opportunities for youth to serve as teachers of others.
- Provide youth with training in how to teach others effectively.

Self-confidence and a sense of meaningful accomplishment result in young people feeling a sense of mastery. Small accomplishments when children are young lead to a willingness to work toward greater, life-changing accomplishments when they're older. Acquiring and practicing skills, putting in effort, and reaching a goal results in mastery. Mastery is related to "self-efficacy," which is belief in one's ability to succeed. A young person's sense of self-efficacy can play a major role in how he/she approaches goals, tasks, and challenges.

Youth can gain a sense of mastery in social, academic, physical, artistic, and vocational arenas.

Social competence would include interpersonal skills (e.g., conflict resolution, showing empathy, communication). School grades, attendance, and test scores are part of academic competence. The dancer, skilled athlete, or overweight teen who has found joy in being physically active demonstrates physical competence. Artistic mastery is revealed through a rock band's performance, or the acceptance of a watercolor for a gallery showing. Vocational competence involves work habits and career choice explorations.

Youth programs may reward mastery through scout badges, sports letters, ribbons, and scholarships, but these are often merely symbols of the time, skill, commitment, and endurance required for true mastery. Though nice to have, in the long term the symbols don't mean as much as young people knowing that they completed a "job well done" and that they'll succeed at other tasks.

4-H programs that have environments that promote self-efficacy and mastery encourage youth to take risks, seek out challenges, and focus on self-improvement rather than comparing themselves to their peers.

"One can have no smaller or greater mastery than mastery of oneself."

—Leonardo da Vinci

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6) Opportunity to see oneself as an active participant in the future

The ability to see oneself in the future is to have hope and optimism to shape life choices to facilitate the transition into participating in the future.

This Element is present when:

- Youth members draw on their various interests to help choose possible career paths and hobbies.
- Members look forward to being a leader in the organization, or group.
- Youth make plans for the coming year.
- The club shares excitement about a future activity or opportunity.

Ways to support the Element:

- Encourage youth to set goals for themselves for five-ten years in the future that are challenging, yet achievable.
- Provide opportunities for youth to realize some of their goals through programs and projects.
- Give youth opportunities to develop an idea and see it through to completion.
- Encourage youth to think positively.

Some youth see no future for themselves or they see a future they can't accept. If youth believe they have no future then they have no hope. Nor, are they likely to consider consequences of their actions or believe they are accountable for the results of those risks. People who don't believe they have a future are more likely to take unnecessary risks – some being extremely dangerous. It's important for the adults that work with youth to express hope for the future and to demonstrate, by their own actions, that setting goals and working toward them is important.

For example, an adult club leader who decides to improve her health by setting a goal to quit smoking is showing belief in the future. By enlisting the support and encouragement of club members, the leader is giving the group an opportunity to

support her vision for a better future. The youth are partners in an opportunity to see oneself as an active participant in the future.

Many youth development organizations offer ways to foster belief in the future. Sports teams practice week after week in order to be ready for future games. Debate teams prepare both affirmative and opposing arguments in anticipation of a possible side they'll take in a future debate. Schools teach classes that prepare students to set goals for graduation and beyond. Preparation, practice and determination support the premise that hard work pays off in the future. Youth benefit from knowing that the future is worth working for. 4-H is among the premier youth organizations that encourage goal-setting, planning, and progress toward a better future.

“There is always one moment in childhood when the door opens and lets the future in.”

—Graham Greene

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7) Opportunity for self-determination

Believing that one has impact over life's events rather than passively submitting to the will and whims of others is self-determination. Youth must exert a sense of influence over their lives, exercising their potential to become self-directing autonomous adults.

This Element exists when:

- Youth members choose projects, activities, or hobbies or choose to drop out of organizations or teams based on their changing interests and abilities.
- Youth consider for themselves what went well and what they would do differently the next time."
- Youth choose and plan organizational activities and team events, or choose projects.

Ways to support the Element:

- Give youth numerous opportunities to set their own goals.
- Provide an environment where they can safely try new things and challenge themselves.
- Avoid the tendency to solve problems for youth. Be supportive and allow them to come to their own solutions.
- Have adult leaders act more as "guides on the side" than as the "sage on the stage."

Many adults remember when they made their first important decision. There was probably a feeling of exhilaration mixed with a bit of fear, but they liked the feeling of being independent. That independence meant that they had the ability to think, feel, make decisions, and act on their own. Independence is part of being an adult, and youth must be given opportunities to practice

decision-making and self-determination as they move toward adulthood. Youth need to know that they have influence over their lives. By gaining a sense of independence, youth develop personal responsibility and discipline.

Any quality youth program can provide opportunities for learning how to make good decisions and gain independence. Third graders can be offered a choice in snacks, and teens can decide whether to attend a sports camp nearby or participate in Citizenship Washington Focus. There are many ways that self-determination and independence can be supported through positive youth programs.

The 4-H program fosters independence by encouraging members to make decisions about which events to attend, which projects to complete, how to respond to challenging situations, and determining which, if any, leadership position is a suitable goal or fit. Through informed decisions and incremental independence youth discover their authentic selves.

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8) Opportunity to value and practice service for others

Finding oneself begins with losing the self in service to others. Service is a way for members to gain exposure to the larger community and the world itself. It is necessary to actively practice and uphold service in order to develop a sense of generosity.

This Element is present when:

- Youth joyfully serve others through community improvement projects.
- Youth show mutual support for others within the organization.
- Youth can identify community needs and design solutions to meet these needs.

Ways to support the Element:

- Provide opportunities for youth to practice and demonstrate skills to others.
- Allow time for youth to reflect on successes, setbacks, growth, and pride.
- Plan developmentally appropriate activities and accommodate diverse learning styles.
- Provide numerous opportunities for youth to serve as teachers of others.

Young people need to feel their lives have meaning and purpose. They need opportunities to connect to their communities and learn how to give back to others.

When a young person acquires the “5 Cs” across time, he or she is on a path toward “idealized adulthood” (Csikszentmihalyi & Rathunde, 1998; Rathunde & Csikszentmihalyi, 2006; Lerner, 2007). The ideal adult is one who freely and joyfully contributes his or her time and talents to the benefit of others (Lerner, 2004). An aspect of successful adulthood is the ability to meet one’s own needs (e.g., maintaining one’s health) and the needs of others (e.g., maintaining nurturing relationships) while contributing to a positive, civil society.

Service projects have meaning when youth know they impact another’s well-being and quality of life. Community service projects intended to “rake up the hours for resume-building” aren’t helpful to anyone. They do more harm than good by leading young people to believe that volunteerism is an obligation that has a “pay-off”. Meaningful service learning helps young people understand others and themselves as well as see how they can make a positive impact throughout the rest of their lives.

Meaningful service to others develops values such as compassion and tolerance for diversity and the ability to consider others’ perspectives. 4-H service learning and citizenship projects build the capacity to approach problems as a member of a global society, through participation in local and national issues.

“Service to others is the rent you pay for your room here on earth.”
—Shirley Chisholm

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EPILOGUE

Conclusion: What Is Positive Youth Development?

Though the terms may differ, there is agreement among youth development practitioners and researchers that youth who experience healthy, positive development exhibit certain attributes, such as:

- Internal Assets, which are among the 40 developmental assets of healthy youth as described by the Search Institute of Minneapolis, MN (www.search-institute.org)
- Four Concepts (Belonging, Mastery, Independence, Generosity) that comprise the Circle of Courage, which originated in 1992 <www.reclaiming.com/about/index.php?page=philosophy>
- The “5 C’s– Competence, Confidence, Connection, Character and Caring/Compassion” (Lerner, 2005)

Most experts agree that the goals of positive youth development are the 5C’s, which were introduced in 1990 by Rick Little of the Kellogg Foundation, expanded upon by Karen Pittman and Richard Lerner and now supported by the national “4-H Study of Positive Youth Development” (www.fourh.umn.edu/downloads/4-HStudy.pdf) and (www.fourhcouncil.edu/newsroom.aspx).

Dr. Richard Lerner (2007), developmental psychologist and well-known specialist in adolescent development, encourages adults to use the 5 C’s as a guide for adults in their positive interactions with youth:

COMPETENCE—the ability to perform adequately in the world; being able to accomplish what is needed so as to have effective interactions with other people and with social institutions (pg. 47).

CONFIDENCE—the perception that one can achieve desired goals through one’s actions; confidence is how we feel – what you believe you can do (pg. 76).

CONNECTION—understanding relationships and the importance reveals that positive connections to others contribute to our personal well-being and the well-being of others (pg. 108).

CHARACTER—respect for societal and cultural rules, standards for correct behaviors, a sense of right and wrong (morality) and integrity. Behaving with integrity to support society through moral interactions and acknowledgement of responsibility (pg. 139).

CARING—feeling empathy and sympathy and behaving morally based on those emotions (pg. 106).

A sixth “C”, for **CONTRIBUTION**, is the culmination of the first five. Achievement of the 5 C’s results in a thriving adult who contributes to family, work, home, and community. Lerner states that contribution “is the glue that creates healthy human development. If we contribute to a world that supports the rights and welfare of all individuals, then we are simultaneously building a better life for ourselves by enhancing the lives of others” (pg. 183).



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Prepared by Jacqueline Lerner for the Essential Elements Committee



Ecological Systems Theory And Developmental Contextualism

Many scholars have tried to describe how the context of child development affects the first two decades of life. One very useful approach to understanding this ecology of child development, (i.e., the multiple instances or levels of the context) has been proposed by renowned developmental psychologist Urie Bronfenbrenner.

Bronfenbrenner divides the context into different systems (1979, 2001; Bronfenbrenner & Morris, 1998, 2006). A system is the organized relations among the parts of a whole. There are four systems that Bronfenbrenner believes exist in the ecology of human development: The microsystem is the part of the ecology within which the child is behaving at any given time (e.g., the family, the child care center or school, the 4-H Club, the playground). The mesosystem is the set of all interacting settings (home, child care center, school, etc.) within which the child may behave at a particular time in his or her life. The exosystem is composed of settings within which the child does not behave (e.g., the child may not ordinarily be present in a parent's office or in a courtroom) but that influence the child because these settings affect people with whom the child has a relationship (e.g., his or her mother or father). Finally, the macrosystem contains the broad institutions of a society and the components of its culture (e.g., media, public policies) that affect all people, including children, living within the society.

Bronfenbrenner also describes the role of historical change (what he terms the chronosystem) on all of the systems within the ecology of human development. He notes that, at different times in history, new settings may exist for children. Similarly, the macrosystem constantly changes, as new laws involving children and families are enacted. For example, the new policies regarding school reform that were enacted into law in the most

recent administration have impacted a child's experience in school.

Bronfenbrenner's approach has recently been renamed "bioecological systems theory," to emphasize that a child's own biology is a primary environment fueling his or her development. The interaction between factors in the child's maturing biology, the immediate family/community environment, and the societal landscape fuels and steers his or her development (for example, the interactions of puberty with school transitions, self-esteem and relationships). To study a child's development then, we must look not only at the child and his or her immediate environment, but also at the interaction of the larger environment as well.

Richard M. Lerner has built on the ecological approach of Bronfenbrenner by focusing on the role of the child as an active agent in his or her own development (Lerner, 1982, 1991, 2002, 2004). In his developmental contextual theory, Lerner notes that an added complexity in the multiple levels of the ecology of human development exists: the dynamic relations between individuals are changing interdependently across time and history (Lerner, 2002).

For example, parents are the major source of influence on their child's development. This is certainly the case from infancy through childhood and, arguably, even across the adolescent years. However, because of child effects (gender, temperament, personality), children also influence the parents who are influencing them. Children are, then, shaping a key source of their own development. In this sense, children are producers of their own development (Lerner, 1982), and the presence of such child effects constitutes the basis of a bidirectional relationship between parents and children.



Children influence the parents who are, at the same time, influencing them.

Of course, this bidirectional relationship continues when the child is an adolescent and an adult. Corresponding relationships exist between the individual child and siblings, friends, teachers, and, indeed, all other significant people in his or her life. In addition, the relationships a child has with another person in his or her social world do not exist in isolation. For instance, both the child and the parent have other social roles. Parents are also spouses, adult children of their own parents, workers, and neighbors. Children also may be siblings and friends of other children and as they progress in childhood

and adolescence, they become students and often part-time employees, respectively. The sorts of relationships in these other social groups in which children and parents engage when “outside” of their roles as child or parent, influence the parent-child relationship and the child’s development. This set of relationships underscores the complexity of child and adolescent development in the school and club settings.

Prepared by Jacqueline Lerner for the Essential Elements Committee





McCUBBIN AND PATTERSON'S RESEARCH ON "STRESS PILE-UPS"

Much of the social research of stress response is based on the early work of Dr. Reuben Hill, who developed the ABCX model of family stress. Formulated after the Great Depression, Hill's model was based on extensive observations of families who survived contrasted with those families who did not remain intact. Given the economic and social circumstances that many families and youth struggle under, Hill's theory has current relevance.

Simply put, Hill's ABCX model describes how families (and individuals) are devastated or become resilient when confronted by a series of stressful circumstances (see model below). The A variable represents the stressor, B represents resources, vulnerabilities, and supports, C relates to the person's perceptions of the stressors, and X is either adaptation/resilience or maladaptation/devastation.

HILL'S ABCX MODEL OF FAMILY STRESS

(B) Internal Resources & Informal/Formal Social Supports

Stressors (A)----->Crisis or Resilience (X)

(C) Perception & Self-Efficacy

Hamilton McCubbin and Joan Patterson built on Hill's ABCX Model when they studied the accumulation (i.e., pile-up) of stressors and strains that can overwhelm a person or family's capacity to effectively function. McCubbin and Patterson's "Double ABCX Model" states that each variable in Hill's model can have double the impact, either negatively or positively. The impact of repeated pile-ups can result in a downward cascade if resources are not available or if perceptions do not result in positive or enhanced resilience.

Learn More

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MY PROGRAM CHECKLIST



Livestock Programs

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Livestock Program Checklist

Almost Always Sometimes Hardly Ever

Do I have an interest in helping youth as well as animals?			
Am I oriented and trained in youth development principles?			
Do I encourage the youth to take full responsibility for their animal after setting clear expectations?			
Do I listen to the youth involved and have a trusting relationship with them?			
Do I work well with other 4-H leaders and staff and work toward a common goal?			

Does our group have an “inclusive” environment?

Livestock Program Checklist

Almost Always Sometimes Hardly Ever

Do we have group identification items such as t-shirts or exhibits?			
Do we have fun, non-competitive events that all youth can participate in?			
Are all members encouraged to support and cheer for other members of their county?			
Are there chances for all members to work as a team/group?			
Is there a way for experienced youth to mentor new members?			
Are there multiple ways to be recognized?			

Is our club an emotionally and physically safe place for all of our members?

Livestock Program Checklist

Almost Always Sometimes Hardly Ever

Have the youth been taught the skills needed to work safely with their animals?			
Are there guidelines established for handling animals?			
Is the facility safe for pedestrians, and for safe use of show equipment?			
Is the code of conduct established and known by all involved?			
Are the educational and competitive activities age appropriate?			
Is there a first aid kit available?			
Is there a veterinarian on call and are phone numbers posted?			
Are there accommodations for youth and adults with special needs?			



Members in our club want to grow; therefore, we seek our learning opportunities.

<i>Livestock Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do youth spend more time with their animals than with adults?			
Do they participate in a variety of educational activities?			
Do the youth have an opportunity to observe others, ask questions, make choices, and think for themselves?			
Are they documenting their work through records?			
Do the experienced youth expand their projects over time?			

How are we doing at providing opportunities for mastery of skills?

<i>Livestock Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I offer activities to members to help build the skills needed?			
Do I offer hands-on learning activities?			
Do I encourage members to take on more responsibility as they get older?			
Do I help them set personal goals and celebrate accomplishments?			
Do we, as a team, reflect on what is learned?			

Do our members feel they are active participants in the future?

<i>Livestock Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I help youth set realistic goals for the year and develop a plan for reaching those goals?			
Are the members exposed to a variety of careers related to the livestock industry?			
Do I offer out-of-county activities for the youth?			
Are they taught to balance school-home-project work and to handle the responsibilities that come with each?			



Does our club allow members the opportunity for self-determination?

Livestock Program Checklist

Almost Always Sometimes Hardly Ever

Do the youth choose their own breed of animals for showing?			
Do members show in events outside the county?			
Are the youth more active than the adults in all aspects of the shows?			
Are youth trained to keep records to see the progress they have made toward their goals?			
Are there leadership opportunities within the club?			
Do the members provide input, assist in planning, and help conduct events?			

Do we value and practice service to others?

Livestock Program Checklist

Almost Always Sometimes Hardly Ever

Do the youth help each other with their animals, in shows, in preparation, and in barn clean-up?			
Do they respect each other's property and animals?			
Are the members involved in any community service projects?			
Do they write thank you notes to donors and sponsors?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's *"Critical Elements and Practices for 4-H"*. Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST

Outdoor Skills/Shooting Sports Programs

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Do I have an interest in youth and also the outdoors/shooting?			
Am I oriented and trained in the youth development principles?			
Do I encourage the youth to take full responsibility for their own safety and equipment after setting clear expectations?			
Do I listen to the youth involved and have a trusting relationship with them?			
Do I work well with other 4-H leaders and staff and work toward a common goal?			

Does our group have an “inclusive” environment?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Do we have group identification items such as t-shirts or uniforms?			
Do we have fun, non-competitive events that all youth can participate in?			
Are all members encouraged to support and cheer for other members of their group?			
Are there chances for all members to work as a team/group?			
Are there multiple ways to be recognized?			

Is our club an emotionally and physically safe place for all of our members?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Is there an adequate adult/youth ratio?			
Am I and/or other volunteers trained and certified as 4-H Shooting Sports instructors?			
Is the code of conduct established and known by all involved?			
Are the range rules and code of conduct strictly enforced?			
Have I taught the youth the skills they need to safely handle firearms?			
Is the range area safe for the number of youth involved?			
Have I led activities to build trust among the group?			
Are the educational and competitive activities age-appropriate?			
Is there a first aid kit available?			
Is there a severe weather plan in place?			
Are there accommodations for youth and adults with special needs?			



Members in our club want to learn; therefore, we seek ways to do so.

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Are skills learned and practiced through a variety of means?			
Do the youth participate in a variety of educational activities?			
Do they have an opportunity to observe others, ask questions, make choices, and think for themselves?			
Are the members documenting their work through records?			

How are we doing at providing opportunities for mastery of skills?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Do I offer activities to help build the skills needed?			
Do I offer hands-on learning activities?			
Are the members encouraged to work with younger members of the team?			
Do I help the youth set personal goals and celebrate accomplishments?			
Do we, as a team, reflect on what is learned?			
Do members find ways to share what they have learned and teach others about safety, hunting ethics, etc.?			

Do our members feel they are active participants in the future?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Do I help the youth develop skills and an interest in lifelong outdoor recreation?			
Do I encourage them to set individual project goals?			
Do I help youth set realistic goals for the year and develop a plan for reaching those goals?			
Are they exposed to a variety of careers related to outdoor skills?			
Do I offer out-of-county activities for the youth?			
Are they taught to balance school, home, and project work and to handle the responsibilities that come with each?			



Does our club allow members the opportunity for self-determination?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Do the youth choose their event and whether or not they want to compete?			
Do they compete outside of the county?			
Do I encourage the learning process rather than the results?			
Are youth trained to keep records to see the progress they have made toward their goals?			
Are they given choices of ways to enhance their shooting ability?			
Are there leadership opportunities within the club?			
Do the members provide input, assist in planning, and help conduct events?			

Do we value and practice service to others?

Outdoor Skills/Shooting Sports Program Checklist

Almost Always Sometimes Hardly Ever

Do the youth help each other prepare and clean up?			
Do they respect each other's property?			
Are the members involved in any community service projects?			
Do they write thank you notes to donors and sponsors?			
Do members give back to the gun clubs, ranges, or owners of the property where members meet?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's *"Critical Elements and Practices for 4-H"*. Peer-reviewed by Ohio V-8 Task Force.



Teen Leadership Programs

MY PROGRAM CHECKLIST

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Do I enjoy working with youth and participating with them in a variety of activities?			
Do I view youth as equal assets in decision-making?			
Am I able to maintain a balance between structure and flexibility in our program?			
Do I interact positively with youth and strive to get to know them?			
Do I listen and not just hear?			

Does our group have an “inclusive” environment?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Do I recognize new members?			
Are the seating arrangements altered at meetings to encourage positive group dynamics?			
Are non-competitive, team-building activities offered?			
Do I encourage teamwork and recognize those who support it?			
Is diversity and uniqueness appreciated?			
Are there multiple ways to recognize success?			
Is there time allotted for “hanging out”?			
Are there group identification items such as t-shirts?			
Are responsibilities divided among club members?			

Is our club an emotionally and physically safe place for all of our members?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Are there enough adults for the youth involved?			
Is the physical environment safe for all?			
Are trust-building activities offered?			
Are accommodations made for those with special needs?			
Are the youth involved in setting guidelines and code of conduct?			
Are the activities offered age-appropriate?			
Are there accommodations for youth and adults with special needs?			



Members in our club want to learn; therefore, we seek ways to do so.

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Are there leadership opportunities for the youth?			
Is there a chance for them to reflect on what they have learned?			
Do I apply experiential learning to all educational opportunities?			
Do the youth have a chance to make choices and think for themselves?			
Are they given the opportunity to plan, conduct, and evaluate their programs?			

How are we doing at providing opportunities for mastery of skills?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Do youth have opportunities to share and teach each other?			
Are they given leadership opportunities to advance with experience?			
As youth mature are they given more of a chance to plan, conduct, and evaluate their program?			

Do our members feel they are active participants in the future?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Are youth exposed to different career options?			
Do they participate in out-of-county activities?			
Do members interact with 4-H alumni or other role models?			
Are youth taught to balance school-home-project work and to handle the responsibilities that come with each?			
Do they understand that what they do now can affect their future?			
Are youth given the chance to see what does not work and determine alternate solutions?			



Does our club allow members the opportunity for self-determination?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Are the youth given the opportunity to provide feedback and make changes in the program?			
Do youth and adults share in the making of club policies?			
Do the youth choose the activities for participation?			
Am I serving as more of a group facilitator/mentor than the leader?			

Do we value and practice service to others?

Teen Leadership Program Checklist

Almost Always Sometimes Hardly Ever

Do we discuss community needs and issues?			
Have the youth and adults worked cooperatively to plan and implement a community service or service-learning project?			
Are youth encouraged to give back to their community?			
Do we process what the youth learn from their community involvement?			
Do the youth write thank you notes to those involved in their efforts?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth’s *“Critical Elements and Practices for 4-H”*. Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST

Service-Learning Projects

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Do I enjoy working with youth, being involved in the community, and doing service work?			
Do I view youth as equal assets in decision-making?			
Have I been oriented to the benefits of service-learning?			
Have I been trained in the various aspects and components of service-learning?			
Do I empower youth to take ownership of their projects while serving as an advisor?			

Does our group have an “inclusive” environment?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Do I recognize new members?			
Do I offer non-competitive, team-building activities ?			
Do I encourage teamwork and recognize those who support it?			
Is diversity and uniqueness appreciated?			
Are there multiple ways to recognize success?			
Do we have group identification items such as t-shirts?			
Are responsibilities divided among club members?			

Is our club an emotionally and physically safe place for all of our members?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Are there enough adults for the youth involved?			
Has permission for the project been sought from those involved?			
Has sensitivity training been conducted, depending on the audience?			
Are accommodations made for those with special needs?			
Are the youth involved in setting guidelines and a code of conduct?			
Have they been oriented to their responsibilities and tasks?			
Has the location of service been assessed for safety?			



Members in our club want to learn; therefore, we seek ways to do so.

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Are leadership opportunities provided for the youth?			
Is there time set aside for them to reflect on what they have learned?			
Do we allow them to make choices and think for themselves?			
Are youth given the opportunity to set goals, plan, conduct, and evaluate their projects?			
Are the projects and activities arranged around real-world experience?			

How are we doing at providing opportunities for mastery of skills?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Do the youth have an opportunity to share the outcomes of the project with stakeholders?			
Are they given leadership opportunities that advance with experience?			
As youth mature are they given more of a chance to plan, conduct, and evaluate their projects?			

Do our members feel they are active participants in the future?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Do the members reflect on the impact they have on the community by being involved?			
Are youth given the chance to see what does not work and determine alternate solutions?			



Does our club allow members the opportunity for self-determination?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Do the youth assess needs and identify a concern in their community?			
Do the youth choose their activities or projects?			
Do they plan and implement the activities?			
Am I serving as a group facilitator/mentor rather than the leader?			

Do we value and practice service to others?

Service Learning Projects Checklist

Almost Always Sometimes Hardly Ever

Do we discuss community needs and issues?			
Have the youth planned and implemented a community service project?			
Are they encouraged to give back to their community?			
Do we process what the youth learn from their community involvement?			
Do youth evaluate their project for impact?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth’s “*Critical Elements and Practices for 4-H*”. Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST



Project Clubs

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Do I enjoy working with the youth and helping them increase knowledge and skills in their project area?			
Do I have a desire to teach youth about their subject area?			
Do I strive to get to know the youth?			
Do I listen to youth and not just hear them?			
Do I encourage them to help establish ground rules?			

Does our group have an “inclusive” environment?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Do I recognize new members?			
Are the seating arrangements altered at meetings to encourage positive group dynamics?			
Are non-competitive, get-acquainted activities offered?			
Do I encourage teamwork and recognize those who support it?			
Is diversity and uniqueness appreciated?			
Are there multiple ways to recognize success?			
Is there time allotted for “hanging out”?			
Are there group identification items such as t-shirts?			
Are responsibilities divided among club members?			

Is our club an emotionally and physically safe place for all of our members?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Are there enough adults for the youth involved?			
Is the physical environment safe for all?			
Are trust-building activities offered?			
Are accommodations made for those with special needs?			
Are the youth involved in setting guidelines and a code of conduct?			
Are the activities offered age-appropriate?			
Do we strive for more than one youth and one adult in every setting?			



Members in our club want to learn; therefore, we seek ways to do so.

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Are there leadership opportunities for the youth?			
Is there a way for youth to increase their knowledge and skills in their subject area?			
Is there a chance to reflect on what they have learned?			
Do I apply experiential learning to all educational opportunities?			
Do the youth have a chance to make mistakes and grow from them?			
Are they given the opportunity to plan, conduct, and evaluate their programs?			
Are the activities based on real-world experiences?			
Do the youth commit to make 4-H and their project a priority?			

How are we doing at providing opportunities for mastery of skills?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Do youth have opportunities to teach others and share what they've learned?			
Are they encouraged to learn new skills and grow in their project as they mature?			
Do I offer activities to members to help build the skills needed?			
Are the members encouraged to work with younger members of the team?			
Do I help them set personal goals and celebrate accomplishments?			
Are the youth given the information to gain experience on their own and then reflect on what they learned?			
Do they participate in out-of-county competitions in their subject area?			

Do our members feel they are active participants in the future?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Are youth exposed to different career options?			
Do they participate in out-of-county activities?			
Do they participate in annual club planning?			
Are youth taught to balance school-home-project work and to handle the responsibilities that come with each?			
Are they given the chance to reflect on how they can use their newly gained skills in the future?			



Does our club allow members the opportunity for self-determination?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Are the youth given the opportunity to provide feedback and make changes in the program?			
Do youth and adults share in the making of club policies, programs, and activities?			
Do the youth choose the activities and the level of participation?			
Am I serving as a group facilitator/mentor rather than as the leader?			
Are members encouraged to select their own projects and set goals for what they will learn?			
Are they given a chance to make their own decisions during business meetings?			

Do we value and practice service to others?

Project Clubs Checklist

Almost Always Sometimes Hardly Ever

Do we discuss community needs and issues?			
Have the youth planned and implemented a community service project?			
Are they encouraged to give back to their community?			
Do we process what the youth learn from their community involvement?			
Do the youth write thank you notes to those involved in their efforts?			
Are the service projects related to their 4-H project area?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth’s *“Critical Elements and Practices for 4-H”*. Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST



Community Clubs

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Do I working with the group and enjoy a variety of fun activities?			
Do I have a desire to teach youth about their subject area?			
Do I strive to get to know the youth?			
Do I listen to youth and not just hear them?			
Do I encourage the youth to help in establishing ground rules?			

Does our group have an “inclusive” environment?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Do I recognize new members?			
Are the seating arrangements altered at meetings to encourage positive group dynamics?			
Are fun, non-competitive, get-acquainted activities offered?			
Do I encourage teamwork and recognize those who support it?			
Is diversity and uniqueness appreciated?			
Are there multiple ways to recognize success?			
Is there time allotted for “hanging out”?			
Are there group identification items such as t-shirts?			
Are responsibilities divided among club members?			

Is our club an emotionally and physically safe place for all of our members?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Are there enough adults for the youth involved?			
Is the physical environment safe for all?			
Are trust-building activities offered?			
Are accommodations made for those with special needs?			
Are the youth involved in setting guidelines and codes of conduct?			
Are the activities offered age-appropriate?			
Do we strive for more than one youth and one adult in every setting?			



Members in our club want to learn; therefore, we seek ways to do so.

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Are there leadership opportunities for the youth?			
Is there a way for youth to increase their knowledge and skills in their subject area?			
Are they given opportunities to reflect on what they have learned?			
Do I apply experiential learning to all educational opportunities?			
Do the youth have a chance to make mistakes and grow from them?			
Are they given the opportunity to plan, conduct, and evaluate their programs?			
Are the activities based on real-world experiences?			
Do the youth commit to make 4-H and their projects a priority?			

How are we doing at providing opportunities for mastery of skills?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Do youth teach each other?			
Are they encouraged to learn new skills and grow in their project as they mature?			
Do I offer activities to members to help build the skills needed?			
Are they encouraged to work with younger members of the team?			
Do I help the youth set personal goals and celebrate accomplishments?			
Are they given the information to gain experience on their own and then reflect on what they learned?			
Do members participate in out-of-county competitions in their subject area?			

Do our members feel they are active participants in the future?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Are youth exposed to different career options?			
Do youth participate in out-of-county activities?			
Do they participate in annual club planning?			
Are youth taught to balance school, home, and project work and to handle the responsibilities that come with each?			
Are youth given the chance to reflect on how they can use their newly gained skills in the future?			



Does our club allow members the opportunity for self-determination?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Are the youth given the opportunity to provide feedback and make changes in the program?			
Do youth and adults share in planning club policies, programs, and activities?			
Do the youth choose the activities and the level of participation?			
Am I serving as a group facilitator/mentor rather than the leader?			
Are members encouraged to select their own projects and goals for what they will learn?			
Are members given a chance to make their own decisions during business meetings?			

Do we value and practice service to others?

Community Clubs Checklist

Almost Always Sometimes Hardly Ever

Do we discuss community needs and issues?			
Have adults and youth worked cooperatively to plan and implement a community service project?			
Are youth encouraged to give back to their community?			
Do we process what the youth learn from their community involvement?			
Do the youth write thank you notes to those involved in their efforts?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth’s “*Critical Elements and Practices for 4-H*”. Peer-reviewed by Ohio V-8 Task Force.



Camping Program

MY PROGRAM CHECKLIST

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do I exhibit a caring attitude?			
Do I enjoy chaperoning youth overnight?			
Do I enjoy fun and games?			
Do I make an effort to get to know the youth?			
Am I a role model for the campers?			

Does our group have an “inclusive” environment?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do I welcome all of the campers and do group activities?			
Do I call everyone by name?			
Is there diversity among participants and is uniqueness embraced?			
Do the campers communicate with respect to each other and the adults?			
Do I listen and communicate with respect to the campers?			
Do I offer activities that build trust?			
Do I base the program on youth’s needs and interest?			
Do I ensure there are a variety of reflections, ceremonies, and presentations included that do not offend groups or individuals?			

Is our club an emotionally and physically safe place for all of our members?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Are there enough adults and youth counselors for the campers involved?			
Am I screened and trained?			
Are the counselors trained and prepared for the roles and responsibilities?			
Is the physical environment safe, (e.g. extreme temperatures, summer hazards)?			
Is there a severe weather plan in place?			
Do I establish and enforce ground rules?			
Do I make accommodations for those with special needs?			
Is safety a consideration for all activities?			
Is there plenty of water available to the campers and adults?			



Members in our club want to grow; therefore, we seek learning opportunities.

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do the youth have leadership roles?			
Do they have choices and think for themselves?			
Do I provide the youth with learning opportunities that are not available at home or school?			
Do I promote learning for discovery instead of a grade?			
Do I offer a chance for the youth to share and reflect on what they learn?			

How are we doing at providing opportunities for mastery of skills?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do I offer a variety of hands-on learning activities?			
Do I recognize the campers for their achievements and gains in knowledge?			
Do I use the experiential learning model to teach?			
Are the targeted life skills taught through the curriculum offered?			

Do our members feel they are active participants in the future?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do I encourage the campers to set goals to return in the future or as a camp counselor?			
Do I encourage them to take on new responsibilities they would not have otherwise seen possible?			



Does our club allow members the opportunity for self-determination?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do the campers make choices and deal with the consequences of their choices?			
Do I involve them in the planning process?			
Do they have the chance to serve in leadership positions?			
Do they have the opportunity to choose their camp offerings?			
Do they take care of themselves and their belongings?			
Are there options during free time for youth to choose from?			

Do we value and practice service to others?

Camping Program Checklist

Almost Always Sometimes Hardly Ever

Do I give campers a chance to mentor each other?			
Do they take responsibility for keeping the campgrounds clean for future use of the facilities?			
Have the campers discussed implementing a camp community service project?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth’s *“Critical Elements and Practices for 4-H”*. Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST

School Enrichment Programs

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Do I exhibit a positive attitude toward youth?			
Do I act as an advisor as well as a guide?			
Do the youth respond positively to me?			
Do I listen to them?			

Does our group have an “inclusive” environment?

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Are there participants from diverse backgrounds?			
Do I invite all youth to participate?			
Do I call them by name?			

Is our club an emotionally and physically safe place for all of our members?

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Am I screened properly?			
Have I discussed the ground rules and code of conduct?			
Do I enforce the code of conduct?			
Do I make accommodations for youth who have special needs?			
Are there enough adults for the youth involved?			
Is the physical environment where practice is held safe?			
Do I offer activities to promote trust among the team members?			

Members in our club want to learn; therefore, we seek ways to do so.

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Do I encourage youth to make choices and think for themselves?			
Do I take time to process the activities?			
Do youth have the opportunity to share and reflect on what they have learned?			



How are we doing at providing opportunities for mastery of skills?

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Do I base the activities on the learning objectives?			
Do youth have the opportunity to teach each other?			
Do I recognize accomplishments often?			
Are the activities age-appropriate?			
Can youth take the information they have learned and try things on their own?			

Do our members feel they are active participants in the future?

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Do I give youth a chance to lead the activities?			
Do youth provide feedback and make suggestions toward the program's future?			
Do I facilitate but not dictate?			
Do I offer hands-on activities?			

Do we value and practice service to others?

School Enrichment Program Checklist

Almost Always Sometimes Hardly Ever

Do I help plan projects in the community?			
Do I find ways for the youth to give back to their community?			
Do I give the youth a chance to process what they have learned from community involvement?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's *"Critical Elements and Practices for 4-H"*. Peer-reviewed by Ohio V-8 Task Force.



After-School Programs

MY PROGRAM CHECKLIST

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do I exhibit a positive attitude toward youth?			
Do I enjoy participating in a variety of fun activities?			
Do the youth respond positively to me?			
Do I listen to them?			
Is there time to get to know each other?			
Do I plan the programs when youth are available?			
Is there enough adult supervision?			
Am I consistent with participation?			

Does our group have an “inclusive” environment?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do I encourage and welcome participants from diverse backgrounds?			
Do I invite all youth to participate?			
Do I call them by name?			
Do I contact the parents often or know who they are?			
Do I plan celebrations and activities that are culturally diverse?			
Do youth respect each other and work well together?			
Do I have a way to identify the group (e.g., t-shirts)?			
Do I provide lots of opportunities for recognition?			

Is our club an emotionally and physically safe place for all of our members?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Am I screened properly?			
Have I discussed the ground rules and code of conduct?			
Do I enforce the code of conduct?			
Do I make accommodations for youth who have special needs?			
Are there enough adults for the youth involved?			
Have I inspected the physical environment where sessions are held, and is it safe?			
Do I offer activities to promote trust among the team members?			
Are there check-in and check-out procedures in place?			
Do I communicate with the parents often?			



Members in our club want to grow; therefore, we seek learning opportunities.

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do I encourage the youth to make choices and think for themselves?			
Do I take time to process the activities?			
Do they have the opportunity to share and reflect on what they have learned?			
Do I offer programs that are fun and exciting?			
Do I offer curriculum that is age-appropriate and yet challenging?			

How are we doing at providing opportunities for mastery of skills?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do I plan activities based on learning objectives?			
Do youth have the opportunity to teach each other?			
Do I recognize accomplishments often?			
Do I offer activities that are age-appropriate?			
Does the subject matter taught accommodate a variety of skill levels?			
Is the curriculum appropriate for after-school delivery modes?			

Do our members feel they are active participants in the future?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do youth participate in out-of-county activities?			
Do I encourage them to expand their thinking beyond today?			
Do I provide the youth with an opportunity to network with successful adults?			
Do I expose them to multiple career choices?			
Do I offer activities for planning and setting future goals?			



Does our club allow members the opportunity for self-determination?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do I give youth a chance to lead activities?			
Do they provide feedback and make suggestions for the program's future?			
Do I facilitate but not dictate?			
Do I offer hands-on activities?			

Do we value and practice service to others?

After-School Program Checklist

Almost Always Sometimes Hardly Ever

Do I help the youth plan projects in the community?			
Do the youth give back to their community?			
Do I provide a chance for them to process what they have learned from community involvement?			
Are the community service projects incorporated into the subject matter taught?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's *"Critical Elements and Practices for 4-H"*. Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST



Judging Contests

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Do I exhibit a positive attitude toward youth?			
Do I act as an advisor as well as a guide?			
Do the youth respond positively to me?			
Do I listen to them?			

Does our group have an “inclusive” environment?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Are there participants from diverse backgrounds?			
Do I invite all youth to participate?			
Do I encourage the members often and provide positive feedback?			
Do I observe the members encouraging each other?			
Do I call the youth by name?			
Do they work together well?			

Is our club an emotionally and physically safe place for all of our members?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Am I screened properly?			
Have I discussed the ground rules and code of conduct?			
Do I enforce the code of conduct?			
Do I make accommodations for youth who have special needs?			
Are there enough adults for the youth involved?			
Is the physical environment where practice is held safe?			
Is there a severe weather plan in place?			
Do I offer activities to promote trust among the team members?			



Members in our club want to learn; therefore, we seek ways to do so.

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Are there youth in leadership roles?			
Do I encourage youth to make choices and think for themselves?			
Do they have the opportunity to share and reflect on what they have learned?			
Do I take time to process the activities?			
Do I assist youth in setting goals and evaluating their progress?			

How are we doing at providing opportunities for mastery of skills?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Do I plan activities based on learning objectives?			
Do youth have the opportunity to teach each other?			
Are accomplishments recognized often?			
Do youth advance to higher levels of competition as they grow?			

Do our members feel they are active participants in the future?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Do youth show in out-of-county competitions?			
Do I encourage youth to expand their projects?			
Do I expose members to different career options related to their projects?			

Does our club allow members the opportunity for self-determination?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Do I give youth a chance to lead their projects?			
Do youth provide feedback and make suggestions for the program's future?			
Do I facilitate but not dictate?			

Do we value and practice service to others?

Judging Contest Checklist

Almost Always Sometimes Hardly Ever

Do I give members a chance to mentor each other?			
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Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's "Critical Elements and Practices for 4-H". Peer-reviewed by Ohio V-8 Task Force.



MY PROGRAM CHECKLIST



Project Achievement

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Do I exhibit a positive attitude toward youth?			
Do I act as an advisor as well as a guide?			
Do the youth respond positively to me?			

Does our group have an “inclusive” environment?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Are there participants from diverse backgrounds?			
Are all youth invited to participate?			
Do I encourage the members often and provide positive feedback?			
Do I observe the members encouraging each other?			

Is our club an emotionally and physically safe place for all of our members?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Are the adults involved screened properly?			
Have I discussed the ground rules and code of conduct?			
Do I enforce the code of conduct?			
Are accommodations made for youth who have special needs?			

Members in our club want to grow; therefore, we seek learning opportunities.

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Are there youth in leadership roles?			
Do I encourage them to make choices and think for themselves?			
Do I take time to process the activities?			
Do youth have the opportunity to share and reflect on what they have learned?			
Are youth able to select the areas of work that interest them most?			
Do I help them set goals and evaluate their progress?			



How are we doing at providing opportunities for mastery of skills?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Are the activities planned based on learning objectives?			
Do youth have the opportunity to teach each other?			
Are accomplishments recognized often?			
Do youth advance to higher levels of competition as they grow?			

Do our members feel they are active participants in the future?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Do youth compete in out-of-county competitions?			
Do I encourage them to expand their projects?			
Do I encourage more responsibility as they mature?			
Are the members exposed to different career options related to their projects?			

Does our club allow members the opportunity for self-determination?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Do I give youth a chance to lead their projects?			
Do they provide feedback and make suggestions for the program's future?			
Do the adults involved facilitate but not dictate?			

Do we value and practice service to others?

Project Achievement Checklist

Almost Always Sometimes Hardly Ever

Are there projects planned by the youth that are implemented in the community?			
Do the youth give back to their community?			
Is there a chance for youth to process what they have learned from community involvement?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's *"Critical Elements and Practices for 4-H"*. Peer-reviewed by Ohio V-8 Task Force.



Cloverbud Programs

MY PROGRAM CHECKLIST

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

Cloverbud Program Checklist

Almost Always Sometimes Hardly Ever

Am I oriented and trained in youth development principles?			
Do I provide a learning environment that is fun and supportive?			
Do I have the skills needed to direct learning in a positive manner?			

Does our group have an “inclusive” environment?

Cloverbud Program Checklist

Almost Always Sometimes Hardly Ever

Do the members work together well?			
Do I provide a curriculum that is non-competitive?			
Is there diversity among the club members?			

Is our club an emotionally and physically safe place for all of our members?

Cloverbud Program Checklist

Almost Always Sometimes Hardly Ever

Do I provide programs that are age-appropriate?			
Do I offer activities that are low-risk and safe?			
Am I screened appropriately?			
Is there a 6 to 1 youth/adult ratio?			

Members in our club want to grow; therefore, we seek learning opportunities.

Cloverbud Program Checklist

Almost Always Sometimes Hardly Ever

Do I offer activities that are fun and positive for the members?			
Do I offer a variety of subject areas to fit all interests?			

How are we doing at providing opportunities for mastery of skills?

Cloverbud Program Checklist

Almost Always Sometimes Hardly Ever

Are the members able to demonstrate what they have learned?			
Do I use the experiential learning model to teach?			



Do our members feel they are active participants in the future?

<i>Cloverbud Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I give the children choices for their upcoming activities?			
Do I expose them to a variety of careers?			
Do we discuss the consequences of their choices?			

Does our club allow members the opportunity for self-determination?

<i>Cloverbud Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do we participate in activities that are designed to help promote self-confidence?			
Do I offer activities that are non-competitive and foster intrinsic motivation?			
Do the activities focus on the learning process, not the end result?			

Do we value and practice service to others?

<i>Cloverbud Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I help in planning community service projects?			
Do I expect the members to clean up after themselves and help others?			
Do the members share materials and respect each other's materials?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth's *“Critical Elements and Practices for 4-H”*. Peer-reviewed by Ohio V-8 Task Force.



4-H Military Programs

MY PROGRAM CHECKLIST

Use My Program Checklist to review your success in incorporating the 8 Essential Elements of Positive Youth Development into your club activities.

How am I doing as the caring adult?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Am I oriented and trained in youth development principles?			
Do I make the club fun as well as supportive?			
Are youth included in planning activities?			

Does our group have an “inclusive” environment?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I expect the members to work together well?			
Do I foster diversity among the club members?			

Is our club an emotionally and physically safe place for all of our members?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I plan activities and events that are age-appropriate?			
Do I ensure that activities are low-risk and safe?			
Am I screened appropriately?			

Members in our club want to grow; therefore, we seek learning opportunities.

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I offer activities and programs that are fun and that reinforce positive behavior?			
Do I offer a variety of subject areas to fit all interests?			
Do I use parliamentary procedure while teaching?			

How are we doing at providing opportunities for mastery of skills?

<i>4-H Military Program Checklist</i>	<i>Almost Always</i>	<i>Sometimes</i>	<i>Hardly Ever</i>
Do I ask the members to exhibit what they have learned through presentations or demonstrations?			
Do I use the experiential learning model to teach?			
Do I help the members set short-term goals to be achieved through the club?			
Do I recognize all accomplishments, not just big ones?			



Do our members feel they are active participants in the future?

4-H Military Program Checklist

Almost Always Sometimes Hardly Ever

Do I give the youth a choice in their activities?			
Do I provide homework help/tutoring after school?			

Does our club allow members the opportunity for self-determination?

4-H Military Program Checklist

Almost Always Sometimes Hardly Ever

Do I design activities to help the members gain confidence?			
Are they able to demonstrate hands-on competencies?			

Do we value and practice service to others?

4-H Military Program Checklist

Almost Always Sometimes Hardly Ever

Do I plan community service activities with the youth?			
Do we send letters and care packages to soldiers?			
Do we have members who are Speak Out for Military ambassadors?			
Do we provide backpacks for children of deployed soldiers?			

Checklist adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension—Wyandot County, which was adapted from Kirk Astroth’s “Critical Elements and Practices for 4-H”. Peer-reviewed by Ohio V-8 Task Force.



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IDENTITY FORMATION IN YOUTH

According to renowned developmental psychologist Erik Erikson, identity formation is the primary developmental task of adolescents. Questions such as Who am I?, How do I fit in?, and Where am I going in life? are the focus of most adolescents. Erikson believed that if teens are allowed to explore, they will determine their own identity. However, if adults (i.e., parents) continually push them to conform to their own views, the teens will become confused about their identity. Until recently, it's been assumed that, by the age of 21, about half of all adolescents have resolved their identity "crises" and are ready to move on to the adult challenges of love and work. However, many adolescents may have difficulty achieving an adult identity. This difficulty is central to the work of J. E. Marcia contributed the premise of "identity commitment". Marcia, who identified four common ways in which adolescents deal with the task of identity formation:

Foreclosure. These teens have made commitments to occupations, roles, and relationship, but have not explored a range of options (i.e., experienced "identity crisis"). They have conformed to the expectations of others.

Diffusion. These young people have not made a commitment, may or may not have experienced an identity crisis, and appear to have given up any attempt to make the commitment toward identity formation.

Moratorium. Individuals in moratorium are actively exploring alternative commitments, but have not yet made decisions. They are exploring identity, and appear to be moving forward toward identity formation, making commitments.

Achievement. These individuals have experienced an identity crisis and have made the commitments necessary to build a sense of identity as described above.

Consequently, changes in peer groups, friendships, interest and most behaviors are normal and expected during adolescence. An inclusive environment allows "wiggle room" for teens to try on different roles, skills, interests, and perspectives.

Learn More

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MULTIPLE INTELLIGENCE AND LEARNING STYLES LESSON PLAN

Purpose: To explore learning styles to better appreciate and understand how different children learn.

Setting: Large group

Materials: Multiple Intelligences Handout (The handout is titled Multiple Intelligences and includes #1-9), Supplies for multiple intelligence activities (see pages WA19-4 to 19-6).

Time: 20-30 minutes

Introduction to Multiple Intelligences

“It is not how smart I am, but how I am smart, that counts.”

In the past we thought that our intelligence was more or less set at birth by heredity and could be quantified by I.Q. tests. However, these so-called intelligence tests do not take into account the many different environmental and cultural factors which affect the development of our intellectual capabilities. Intelligence is a capability that can be enhanced or amplified, and is continually expanding and changing throughout one’s life.

Intelligence can be taught, learned, and improved – because our intelligence capabilities are part of our physical and mental being at birth, they can be improved and strengthened at any age and at almost any ability level.

Intelligence is a multi-dimensional characteristic that occurs at multiple levels of our brain/mind/body system —there are many ways by which we know, perceive, learn, and process information.

Howard Gardner, director of Harvard University’s Project Zero, coined the phrase “multiple intelligences” to describe these multiple ways of knowing. His research suggested that there are at least eight ways of knowing and the following key points describe them:

- We are smart in many ways, not just one
- All of the intelligences are different, but they’re also equal
- The different intelligences (smarts) work together in almost every thing you do
- You already have all eight kinds of intelligence

Multiple Intelligences



Discuss multiple intelligences and the 8 Ways of Knowing as described below:

- 1. Visual/spatial intelligence (imagine or picture smart)**—learning visually and organizing ideas spatially. Seeing concepts in action in order to understand them. The ability to “see” things in one’s mind in planning to create a product or solve a problem. Can manipulate three-dimensional models in their minds.

Skills include—puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching painting, creating visual metaphors and analogies, manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Supporting this intelligence in learners—allows student movement around the learning environment, provide a visually stimulating environment, brainstorm ideas, semantic mappings, guided imagery exercises, work with manipulative, diagramming abstract concepts, utilize PowerPoint or KidPix, use of overheads, TV, video, slideshows, digital cameras, graphic editor, digital animation

Famous Individuals: Bill Gates, Picasso, Frank Lloyd Wright

- 2. Verbal/linguistic intelligence (word smart)**—learning through the spoken or written word. They think in words rather than pictures. This intelligence deals with words and language, both written and spoken. This intelligence was always valued in the traditional classroom and in traditional assessments of intelligence and achievement.

Skills include—listening, speaking, writing, humor, convincing someone of a course of action, storytelling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, public speaking.

Supporting this intelligence in learners—put thoughts down on paper, create poetry, storytelling, puns and plays on words (humor), demonstrations, promote opportunities for creative writing, utilize lots of literature, use

word processing, desktop publishing, speech recognition devices

Famous Individuals: Oprah Winfrey, Charles Dickens, Abraham Lincoln, Mark Twain

- 3. Mathematical/logical intelligence (logic smart)** – learning through reasoning in problem solving. These learners think conceptually in logical and numerical patterns making connections between pieces of information. They are always curious about the world around them. These learners ask lots of questions and like to do experiments. This intelligence is highly valued in the traditional classroom, where students are asked to adapt to logically sequenced delivery of instruction.

Skills include—problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, doing controlled experiments, performing complex mathematical calculations, working with geometric shapes

Supporting this intelligence in learners—step-by-step instructions, developing an outline, write up the list, set priorities, develop or follow a pattern, offer open ended problem-solving tasks, graphing calculators, spreadsheets, WebQuest, programming languages

Famous Individuals: Albert Einstein, John Dewey

- 4. Bodily/Kinesthetic intelligence (body smart)** – learning through interaction with one’s environment. Ability to control body movements and handle objects skillfully. These learners express themselves through movement. Through interacting with space around them, they are able to remember and process information.

Skills include—dancing, physical coordination, sports, hands on experiments, using body language, crafts, acting, miming, using their hands to create or build and take things apart, expressing emotions through the body, charades, like to invent things, balance, flexibility



Supporting this intelligence in learners—hands-on activities, learning centers, rather than seat work, group games and active learning tasks, allow opportunities to build and take apart, incorporate creative drama, use manipulative materials, physical education equipment, simulations that require hand-eye-coordination

Famous Individuals: Michael Jordan, Charlie Chaplin, Venus Williams

5. **Musical/rhythmic intelligence** (sound smart)—learning through patterns, rhythm and music. Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. This includes not only auditory learning, but the identification of patterns through the senses.

Skills include—signing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music, playing music to set a mood, environmental sounds.

Supporting this intelligence in learners—work with pattern blocks, move to rhythm, draw visual patterns, find patterns in sequence of numbers, listen to music, use musical instruments, digital sounds, online pattern games, multimedia presentations, CD-ROM

Famous Individuals: Mozart, Ella Fitzgerald

6. **Intrapersonal intelligence** (self smart)—learning through feelings values and attitudes. Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams relationships with others, and strengths and weaknesses. This is a decidedly affective component of learning through which students place value on what they learn and take ownership for their learning.

Skills include—recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner

feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others

Supporting this intelligence in learners—use analogies in making comparisons, provide activities that offer learner choices, have students set goals for themselves, provide opportunities for students to express their feelings on a topic, allow opportunities for student reflection on learning, personal goal setting and evaluation, journals, diaries, learning centers, class discussion, online surveys, digital portfolios self-assessments.

Famous Individuals: Freud, Eleanor Roosevelt, Plato

7. **Interpersonal intelligence** (people smart)—learning through interaction with others. This intelligence promotes collaboration and working cooperatively with others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivation. They use both verbal (e.g., speaking) and nonverbal language (e.g., eye contact, body language) to open communication channels with others.

Skills include—seeing things from other perspectives, listening, using empathy, understanding other people's moods and feelings, counseling, cooperating with groups, building trust, peaceful conflict resolution, establishing positive relationships with other people, conflict resolution

Supporting this intelligence in learners—allow interaction among students during learning tasks, include group activities, form cooperative groups so each person has a role, allow competition that promotes higher level achievement, Utilizing resource people to invigorate your classroom, class discussion, laboratory, intercom, board games, collaborative projects, message boards, instant messenger.



Famous Individuals: Mohandas Gandhi, Mother Teresa, John F. Kennedy

8. **Naturalist intelligence** (nature smart) added in 1996—learned through classification, categories and hierarchies. The ability to understand, relate to, categorize, comprehend and explain the things encountered in the world of nature. The naturalist intelligence picks up on the subtle differences in meaning. It is not simply the study of nature; it can be used in all areas of study.

Supporting this intelligence in learners— collect data or objects from the natural world, labeling and mounting specimens from nature, organizing collections, observing nature, doing experiments in nature, noticing changes in the environment, learning names of natural phenomena, learning characteristics of the natural world, drying flowers, visiting museums of natural history, zoos or botanical gardens, wildlife protecting projects, caring for animals, nature hikes, drawing or photographing natural objects, make portfolios of their work.

Famous Individuals: George Washington, Carver, Charles Darwin, John James Audubon
The eight multiple intelligences described earlier are not exhaustive. Another way of knowing not yet described or acknowledged by Howard Gardner is existential/spiritual intelligence.

9. **Existential/Spiritual intelligence—**learning by seeing the “big picture” / “wondering” people: Why are we here? What is my role in the world? What is my place in my family, school, and community? This intelligence seeks connections to real world understandings and applications of new learning. Connecting to larger understanding.

Support this intelligence in learners— bring in resource people who offer additional perspective on a topic, consider topics with multiple points of view, relate materials to global themes and concepts, discuss how topics are important in the classroom, school, community or world, e-mail, chats, listservs, teleconferencing, blogs, Wikis, and other interactive communication tools to help address their questions.



Multiple Intelligences, Experiential Learning, and Life Skill Development

Experiential Learning Style is the model used to describe the focus or orientation of 4-H learning activities. Here is a brief review of the process as discussed in earlier levels.

Do

1. Experience the activity: perform, do

Reflect

2. Share the results, reactions, and observations publicly
3. Process by discussing, looking at the experience; analyze, reflect

Apply

4. Generalize to connect the experience to real-world examples
5. Apply what was learned to a similar or different situation; practice

Life Skill Development is another term used to describe the focus of 4-H work.

Head—thinking and managing (e.g. – goal setting, planning/organizing, problem solving, service learning)

Heart—relating and caring (e.g. – empathy, communication, conflict resolution, cooperation)

Hands— working in giving (e.g. – teamwork, leadership, contributions to group efforts, self-motivation)

Health—being and living (e.g.—managing feelings, self-esteem, character, personal safety)

4-H curriculum is purposely designed to try and appeal to all 8 of the intelligences. Once this is

understood, it helps explain how valuable the curriculum is—if you use it in the right way or the way it is intended. How many of the following educational strategies do you use in planning youth programs?

Verbal/Linguistic—crossword puzzles, word searches, group discussions, records, demonstrations, worksheets, sharing time, chat rooms

Mathematical/Logical—financial calculations, genetic and heredity calculations in animal project books, classifications of insects

Intrapersonal—journals, self-reflection questions, self-determination projects, independent study, self-paced projects

Interpersonal—group work, cooperative learning, field trips, tours, peer teaching, cross-age tutoring, group brainstorming, community service, chat rooms, listservs

Musical/Rhythmical—small engines (unit 2) page 20, make up a song, Cowboy Poetry

Visual/ Spatial—videos, photography, color, computer graphics, painting, story telling

Body/Kinesthetic—hands-on activities, field trips, competitive and cooperative games, cooking, gardening

Naturalistic—investigations of the environment, forestry, entomology, Science, camps, wildlife, range science

- Gather materials for learning stations



Exploring Multiple Intelligences Activity

Set up sample activities around the room: 1 Activity for each way of knowing (8 stations, 5 minutes at each station)

- Have participants rotate to each station and experience the activity.

Linguistics/Verbal—word searches, crosswords, write a story/essay, prepare and give a speech, ABC fact sheet, read a series of short stories or a book, in approximately 150 words retell the events..., make a cooperative story

Mathematical/Logical—Logic puzzles, Swine heredity trails, timeline, make an analysis, rank things, invent a code, flow chart, outline survey questionnaire, compare and contrast, create a mathematical equation to tell what you learned

Intrapersonal—write down what..., How would you have felt if..., write a letter, reflect on..., “collage of feelings”, Tell how something relates to your own life and beliefs, evaluate your own strengths and weaknesses, describe your reactions

Interpersonal—build a tower (straws and clay), make a ceremony, panel discussion, interview someone, group project, with a group publish a newspaper

Music/Rhythmic—Twinkle, Twinkle Little Star tune with 4-H song lyrics, create a “musical collage” dancing, mime, charades, Decide on a musical selection that would best fit..., choreograph a dance, Analyze the music and lyrics from..., create a rap, create a TV jungle, make a musical instrument

Visual/ Spacial— puzzles, map, make a collage of pictures, paint a mural, create a cartoon or comic strip, draw a pictograph, create a flyer, create a chart, visual props, mock interview, draw a picture

Bodily/Kinesthetic—develop a dance routine

to express the beginning of spring, act out a 4-H project, demonstrate the functioning of an 8 cycle engine, act out a series of scenarios, write a skit or play, role play, cut out and paste, use play doh to create a sculpture, act out a charade, pretend to be different things (dog, fisherman, musician playing the drums), make a model

Naturalistic—box of natural things, classify, categorize, collect things, hike, pay attention to the weather, build a terrarium, examine skulls

Discussion

Describe your experience at the various stations.

Did you enjoy some of the activities more than others? Which ones?

Did you choose not to participate fully in some of the activities?

What do these activities tell us about different ways of knowing?

How does Multiple Intelligence research affect the 4-H program?

How can this information help us structure activities for youth?

What are the elements of intelligence?

How are kids smart?

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DEVELOPMENT IN CHILDHOOD & ADOLESCENCE

As adapted from Laura Berk's Child Development, © 2006 Pearson Education

Age	Physical/Perceptual	Cognitive	Language	Emotional/Social
5-6 years	Body is streamlined and longer legged, with proportions similar to that of adults	Becomes increasingly aware that make-believe and other thought processes are representational activities	Vocabulary grows to 10,000 words	Relies more on language to express empathy
	Engages in true skipping and sideways stepping	Replaces magical beliefs with plausible explanations	Continues to master complex grammatical structures	Ability to interpret, predict, and influence others' emotional reactions improves
	Shows mature throwing and catching patterns	Solves verbal appearance-reality problems, signifying a more secure understanding		Understanding of false belief strengthens
	Running speed increases	Recognition, recall, scripted memory, and autobiographical memory improve		Becomes better at social problem solving
	Ties shoes	Knowledge expands and becomes better organized		Has acquired many morally relevant rules and behaviors
	Draws more complex pictures, and prints name and other words	Understands that letters and sounds are linked in systematic ways		Bases distributive justice on equality
		Counts on and counts down, engaging in simple addition and subtraction		Preference for same-sex playmates strengthens
				Gender-stereotyped beliefs and behaviors continue to increase
				Understands gender constancy



Age	Physical/Perceptual	Cognitive	Language	Emotional/Social
6-8 years	Slow gains in height and weight continue until adolescent growth spurt	Thinks in more organized, logical fashion, as shown by the ability to pass Piagetian conservation, class inclusion, and seriation problems	Vocabulary reaches 10,000 words	Self-conscious emotions of pride and guilt become integrated with inner standards of excellence and good behavior
	Writing becomes smaller and more legible	Displays more effective spatial reasoning, as indicated by the ability to give clear, well-organized cognitive maps	Improves in phonological awareness; can identify all the phonemes in a word	Increasingly conforms to emotional display rules, and becomes consciously aware of those rules
	Draws increasingly complex pictures, which include depth clues	Attention becomes more selective, adaptable, and playful	Defines words using concrete descriptions, referring to functions and appearance	Can consider conflicting cues (facial and situational) when explaining others' emotions
	Running, jumping, throwing, and kicking increase in speed, distance, & accuracy	Spontaneously uses memory strategies of rehearsal and taxonomic organization	Masters advanced conversational strategies, such as shading	Recognizes that people can have mixed feelings and that their expressions may not reflect their true feelings
		Increasingly relies on gist memory for reasoning	Continues to refine understanding of illocutionary intent	Empathy continues to increase as emotional understanding improves
		Knowledge continues to increase and become better organized	Communicates clearly in demanding situations such as on the phone	Emphasizes personality traits and both positive and negative attributes in self-concept
		More aware of cognitive processes - paying attention and using strategies - and their impact on performance	Produces classic narratives rich in orienting information and evaluations	Makes social comparisons between multiple individuals
		Views the mind as an active, constructivist agent, capable of transforming information		Self-esteem differentiates, becomes hierarchically organized, and declines to a more realistic level
		By the end of this period, makes the transition from "learning to read" to "reading to learn"		Understands that access to different information often causes people to have different perspectives
		Uses informal knowledge of number concepts and counting to master more complex mathematical skills		Internalizes many norms of good conduct, including prosocial standards Tends to emphasize superficial factors, including physical consequences and self-interest, in moral judgment Bases distributive justice on merit and, eventually, equity and benevolence Interacts more prosocially with peers Rough-and-tumble play increases Plays rule-oriented games Bases friendship on mutual trust and assistance



Age	Physical/Perceptual	Cognitive	Language	Emotional/Social
9-11 years	For girls, adolescent height spurt begins, breasts "bud," and pubic hair appears	Logical thought remains tied to concrete situations until the end of middle childhood	Vocabulary increases rapidly, reaching 40,000 words	Shifts adaptively between problem-centered and emotion-centered coping strategies in regulating emotion
	Gross motor skills become more fluid, and increase further in speed, distance, and accuracy	Piagetian tasks continue to be mastered in a step-by-step fashion	Masters syllable stress patterns signifying subtle differences in meaning	Self-esteem tends to rise
		Uses memory strategies of rehearsal and taxonomic organization more effectively	Defines words using synonyms and categorical relations	Distinguishes ability, effort, and external factors in attributions for success and failure
		Applies several memory strategies at once	Grasps the double meanings of words, as reflected in comprehension of metaphors and humor	Can "step into another's shoes" and view the self from that partner's perspective
		At end of period, begins to use memory strategy of elaboration	Refines complex grammatical structures such as the passive voice and infinitive phrases	Later, can view the relationship between self and other from the perspective of a third, impartial party
		Knowledge expands further and becomes more intricately organized		Gradually understands ideal reciprocity and emphasizes peoples' intentions and expectations in moral judgment
		Increasingly draws inferences in reconstructive processing (for example, when recalling stories)		Appreciates the linkage between moral imperatives, social conventions, and matters of personal choice
		Increasingly distinguishes among cognitive processes, such as "remember," "know," "guess," and "compare"		Becomes more aware of gender stereotypes, including personality traits and achievement areas, but has a flexible appreciation of what males and females can do
		Understands interactions among factors that influence performance (for example, motivation, use of strategies, and type of task)		"Masculine" gender identity strengthens among boys; girls' gender identity becomes more androgynous
		Cognitive self-regulation improves gradually		



Age	Physical/Perceptual	Cognitive	Language	Emotional/Social
11-14 years	If a girl, reaches peak and then and then completes growth spurt	Becomes capable of formal operational reasoning	Has vocabulary of at least 40,000 words that includes many abstract terms	Moodiness and parent-adolescent conflict tend to increase
	If a girl, adds more body fat than muscle	Becomes more self-conscious and self-focused	Understands subtle, nonliteral word meanings, as in sarcasm, irony, and proverbs	Self-esteem continues to rise
	If a boy, begins growth spurt If a boy starts to ejaculate seminal fluid	Knowledge expands further and becomes more intricately organized	Continues to refine complex grammatical structures	Fully differentiates achievement-related attributions into ability and effort
	Likely to be aware of sexual orientation	Metacognitive knowledge and cognitive self-regulation continue to improve		Gender-role conformity increases and then declines
	If a girl, strength, speed, and endurance of gross motor performance increase and then level off	Becomes better at coordinating theory with evidence in problem solving		Spends more time with peers
				Engages in increasingly cooperative peer interactions
				Bases friendship on intimacy, mutual understanding, and loyalty
				Peer groups become organized around cliques
				Conformity to peer pressure increases



Age	Physical/Perceptual	Cognitive	Language	Emotional/Social
14-18 years	If a boy, reaches peak and then completes growth spurt	Is likely to show formal operational reasoning on tasks and in situations in which the adolescent has had extensive experience	Ability to communicate clearly and in accordance with social expectations in diverse situations improves	Combines traits into an organized self-concept
	If a boy, voice deepens	Improves in decision-making strategies	Can read and interpret adult literary works	Adds new dimensions of self-esteem (close friendship, romantic appeal, job competence)
	If a boy, adds muscle while body fat declines			Is likely to begin constructing an identity
	May have sexual intercourse			Is likely to engage in societal perspective taking
	If a boy, strength, speed, and endurance of gross motor performance increases dramatically			Increasingly emphasizes ideal reciprocity as the basis for interpersonal and societal laws
	If a boy, gains in gross motor performance continue			Relationship between moral reasoning and behavior strengthens
				Parent-adolescent conflict gradually subsides
				Conformity to peer pressure declines
				Cliques and crowds decline in importance
				Romantic relationships begin and gradually last longer



STANDARDS AND COMPETENCIES FOR 4-H YOUTH WORKERS

Essential Elements Training EE Section #

Youth Development

Topic: Growth and Development

Physical Development	Directly	6
Cognitive Development	Directly	6
Social & Emotional Development	Directly	6

Topic: Youth Development Theory

Positive Youth Development	Directly	1-10
Ecological Model	Directly	1
Resiliency Theory	Indirectly	6

Topic: Youth Development Practice

Relationship Building	Directly	2, 3, & 4
	Indirectly	7 & 8
Behavior Management	Indirectly	3
Programming for Life Skill Development	Directly	5
	Indirectly	6, 7, 8, & 9

Youth Program Development

Topic: Situation Analysis

Not Addressed

- Accessing Existing Information
- Gathering Community Perspectives
- Setting Priorities & Securing Commitment

Topic: Program Design

Theories of Change	Directly	5
Design Frameworks	Indirectly	5 & 6
Curriculum Development	Directly	5 & 6
Program Quality Standards	Directly	5
Evaluation Planning	Directly	3

Topic: Program Delivery

Learning Strategies	Directly	Intro, 5, & 6
Instruction	Directly	5 & 6



	Essential Elements Training	EE Section #
Topic: Program Evaluation	Not Addressed	
Approaches & Perspectives		
Evaluation Design		
Evaluation Methods		
Analysis & Interpretation		
Communicating Evaluation Results		
 Volunteerism		
Topic: Personal Readiness		
Philosophy of Volunteerism	Not Addressed	
Trends in Volunteerism	Not Addressed	
Advocating for Volunteerism	Indirectly	5
Topic: Organizational Readiness		
Climate for Volunteerism	Indirectly	5
Identifying Needs for Volunteers	Not Addressed	
Developing Volunteer Positions	Not Addressed	
Topic: Engagement of Volunteers	Not Addressed	
Recruiting Volunteers		
Selecting Volunteers		
Topic: Education of Volunteers		
Orientation of Volunteers	Not Addressed	
Education of Volunteers	Directly/Indirectly	5 & 6
Adult Development & Learning Theory	Not Addressed	
Topic: Sustainability of Volunteer Efforts	Not Addressed	
Supervising, and Coaching Volunteers		
Performance Management of Volunteers		
Recognition of Volunteers		
Evaluation of Volunteer Efforts		
Equity, Access & Opportunity		



	Essential Elements Training	EE Section #
Topic: Sensitivity		
Personal Readiness	Directly/Indirectly	2
Dimensions of Diversity	Directly	2
Topic: Awareness		
Values, Norms and Practices	Directly	6
Pluralistic Thinking	Directly	6
Power, Privilege and Policy	Not Addressed	
Topic: Communication		
Open Attitude	Directly/Indirectly	4
Speaking Consciously	Directly	6
Active Listening	Directly	2
Topic: Relevant Programming		
Needs Assessment	Directly/Indirectly	2
Program Design	Directly/Indirectly	2
Program Implementation	Directly/Indirectly	6
Collaboration	Not Addressed	
Topic: Inclusive Organizations		
Policies & Procedures	Not Addressed	
Staffing & Staff Development		
Community Outreach		
Partnerships		
Topic: Youth-Adult Partnerships		
Assessment and Readiness	Not Addressed	
Continuum of Youth Engagement	Not Addressed	
Creating Partnerships	Directly	2
	Indirectly	7
Building and Maintaining Partnerships	Directly	2
	Indirectly	7



	Essential Elements Training	EE Section #
Topic: Youth Action		
Youth Organizing	Not Addressed	
Youth Advocacy	Indirectly	4 & 7
Youth Leadership	Indirectly	2, 5-8
Youth in Governance	Indirectly	2, 7, & 8
Service Learning	Directly	9
	Indirectly	5
Topic: Organizational Alliances		
Assessment and Readiness	Not addressed	
Networking		
Cooperation		
Partnerships		
Coalitions		
Collaboration		
Topic: Community Development		
Analysis	Not addressed	
Tools and Processes		
Government		
Workforce		
Community Youth Development		
Organizational Systems		
Topic: Organizational Effectiveness		
Knowledge of Organization	Not addressed	
Strategic Planning		
Program Governance		
Topic: Personal Effectiveness		
Management	Not addressed	
Work/Life Balance	Not Addressed	
Interpersonal Skills	Indirectly	2 & 4



	Essential Elements Training	EE Section #
Topic: Communication Strategies		
Diverse, targeted strategies	Directly	4
Marketing		
Accountability/Impact		
Topic: Resource Development and Management		
Budgets	Not addressed	
Resource Development Stewardship		
Topic: Risk Management		
People	Directly	3
Property	Directly	3
Financial	Not addressed	
Goodwill/Image/Reputation Management	Not Addressed	
Topic: Professionalism		
Ethics	Not Addressed	



Essential
ELEMENTS